



JEP Youth Engagement

“DETERMINED to support young people to fulfil their potential”

Subject Overviews



JEP Youth Engagement
1 Merchants Place, River Street,
Bolton, BL2 1BX
info@jepyouthengagement.com
www.jepyouthengagement.com



Contents

1. **Mathematics** (P3-6)
2. **English** (P7-18)
3. **PE/PSM Health & Sport** (P19-33)
4. **Occupational Studies** (P34-40)
5. **Hair & Beauty** (P41-43)
6. **Expressive Arts: Art & Design** (P44-52)
7. **Expressive Arts: Music** (P53-60)
8. **Humanities** (P61-71)
9. **Customer Service**(P72-77)
10. ***Preparation for Adult Life: Personal Development*** (P78-83)
11. ***Preparation for Adult Life: Careers*** (P84-89)
12. ***Preparation for Adult Life: Life Skills***(P90-95)

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		End points	
Young people to be confident with the following areas; Numeracy, Fractions, Decimals, Percentages, Area and Perimeter.		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		VTCT past paper questions		VTCT past paper questions		VTCT Level 1 exam
VTCT 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		VTCT past paper questions		VTCT past paper questions		VTCT 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)					
NCFE Level 1		VTCT 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.	

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.

Link to world of work 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	Non-fiction extracts/transactional- PETS	Introduction to Shakespeare	Sherlock Holmes
Formal assessment	Reading	Speaking and Listening	Writing	Speaking and Listening	Writing	Reading
Year 8 & 9 (Development)	Heroes and Villains	Non-fiction extracts/transactional- TRAVEL	Dystopian Fiction	Of Mice and Men	Human Rights	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> Non-fiction extracts/transactional-PETS- <i>genre, audience, purpose, format, language devices.</i> Introduction to Shakespeare- <i>Context (Elizabethan Era) language, play structure, theatre conventions, dramatic techniques</i> Sherlock Holmes- <i>Context (Victorian Era), inference and deduction, reading for detail, analysing language choices,</i>		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> Human Rights- <i>speeches, debate, roles and responsibilities, historical figures, morality, balanced arguments.</i> The Curious Incident of the Dog in the night-time- <i>themes (honest/trust/independence), neurodivergence, the role of the</i>	

<i>key literary features, organisational features.</i>		<i>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 language techniques, structure, and form used by writers. • Express personal opinions with evidence from texts.		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.

	• Learn key literary terminology. • Build resilience and independence in approaching challenging texts.		• 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.		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 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.		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		Level 2	
Key Concepts		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	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	Key Skills

	<u>Reading</u> 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	capture the interest of readers.	<u>Reading</u> 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
--	--	---	---

	<u>Writing</u> 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 Plan, draft, proofread, and revise written work Present information in a logical sequence		<u>Writing</u> 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
--	---	--	--

	<u>Speaking and Listening</u> 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		<u>Speaking and Listening</u> 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 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.	

--	--

Exercise Studies (Key Stage 4) – NEW

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY	
Vision: (What your curriculum is designed to achieve over five years): Our vision for Sport at Key Stage 4 is to inspire all learners to develop a lifelong commitment to physical activity, health, and wellbeing. Through the NCFE Level 1 Certificate in Sport, students will build confidence, resilience, and independence while gaining practical and theoretical knowledge of sport, fitness, and healthy lifestyles.	
Curriculum Intent statement: The intent of our Key Stage 4 NCFE Level 1 Certificate in Sport curriculum is to provide an engaging, inclusive, and vocational pathway that develops learners' knowledge and understanding of sport, physical activity, and fitness. The course combines practical performance with underpinning theory, supporting progression into further education or employment.	
Hinterland statement: (Essentially, it's the knowledge that helps students connect what they're learning to their broader understanding of the world): Through studying sport, fitness, and physical activity, learners develop a broader understanding of how physical activity impacts health, wellbeing, and society. They gain knowledge that supports lifelong participation and awareness of opportunities within the sport and active leisure industry.	

TOPICS & FORMAL ASSESSMENT						
	Autumn 1 (Unit1) Taking Part in Sport (UNIT01)	Autumn 2 (Unit2) Personal Exercise and Fitness (UNIT04)	Spring 1 (Unit3) Strength and Conditioning (UNIT06)	Spring 2 (Unit4) Health and Nutrition (UNIT07)	Summer 1 (Unit4/5)	Summer 2 (Unit5) Assist in a Sports Event (UNIT09)
NCFE LEVEL 1	Know how to prepare to participate in sport Be able to participate in a range of sports	Understand anatomy and physiology Understand the components of physical fitness	Understand what is meant by strength and conditioning Know about facilities, equipment and	Understand major food groups Know about the importance of nutrition to health and wellbeing	MIX OF 4 AND 5	Know about different types of events Be able to prepare to assist at a sports event

	Be able to review own participation in sport	Know the considerations for taking part in exercise and fitness activities Be able to participate in exercise and fitness activities designed to improve personal fitness Be able to reflect on participation in exercise and fitness activities	exercises for strength and conditioning Be able to plan and use a fitness programme	Know how to manage a healthy and balanced diet		Be able to assist at a sports event Be able to review a sports event
Formal assessment	Worksheets/Workbook Poster Leaflet presentation	Worksheets/Workbook Report Poster Leaflets Fitness Diary	Worksheets/Workbooks Leaflet Information Booklet PAR-Q	Worksheets/Workbook Leaflet Report Poster Diet Plan		Worksheets/Workbooks Poster Observation Witness testimony Discussion Report Annotated photographs to support documentary evidence.

APPLICATION (Y10 & Y11)					
UNIT 1		UNIT 2		UNIT 3	
Key Concepts - learners will participate in sport and develop an understanding of why people participate in sport, including the techniques required for a range of team and individual sports. While actively participating in sports activities, learners will also have the opportunity to review their participation over time, identifying areas for improvement.		Key Concepts – learners will understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded. Learners will actively participate in exercise and fitness activities to improve their fitness levels.		Key Concepts – learners will learn about strength and conditioning exercises, equipment and facilities used. Learners will be able to plan, use and review a fitness programme in order to identify targets.	
Key Knowledge - Reasons for participating in sport (health, fitness, social, enjoyment, competition) - Main characteristics of sport (rules, structure, competition, physical activity) - Categories of sport (individual, team, indoor, outdoor, etc.)	Key Skills - - Actively participating in individual sports - Actively participating in team sports - Demonstrating confidence and technical ability in sports performance - Applying skills and techniques in different sports	Key Knowledge - - Structure and function of the body in relation to exercise and fitness - Effects of exercise and fitness on body systems (e.g. cardiovascular, muscular) - Definitions of health, exercise, physical activity and fitness, and their differences	Key Skills - - Identifying and explaining how the body works during exercise - Recognising and describing the effects of exercise on the body - Comparing health, fitness, and physical activity concepts	Key Knowledge - - Definitions of strength and conditioning - Components of fitness (e.g. strength, endurance, flexibility, speed) - Benefits of being physically fit (physical, mental, social) - Facilities used for strength and conditioning (e.g. gyms, sports halls)	Key Skills - - Identifying and explaining fitness components - Selecting appropriate facilities and equipment for training - Applying health and safety practices during training - Demonstrating a range of strength and

- Types of venues and facilities (local, regional, national) - Skills and techniques used in a range of sports - Equipment and resources required for different sports - Rules and regulations for a range of sports - Strategies to improve performance in sport (training methods, practice, feedback)	- Reviewing and evaluating own performance over time - Identifying personal strengths in sport - Identifying areas for development and improvement - Reflecting on performance and setting targets for improvement	- Principles of training (e.g. overload, progression, specificity) - Components of physical fitness (e.g. strength, endurance, flexibility, speed) - Reasons for participating in exercise and fitness - Health and safety requirements when participating in exercise and fitness - Common fitness tests (e.g. beep test, sit and reach) - Purpose of warming up and cooling down - Components of a fitness session (warm-up, main activity, cool down)	- Applying knowledge of training principles to fitness activities - Participating in personal fitness testing - Recording and tracking fitness test results - Actively engaging in exercise and fitness activities to improve fitness - Reviewing and evaluating fitness test results over time - Identifying personal benefits of a fitness programme - Reflecting on performance and progress in fitness activities	- Equipment used for strength and conditioning (e.g. weights, resistance bands) - Health and safety considerations when using facilities and equipment - Types of strength and conditioning exercises (e.g. resistance training, bodyweight exercises) - Health and safety considerations when participating in exercises	conditioning exercises - Assessing initial fitness levels and identifying areas for improvement - Planning a personal fitness programme - Applying a range of training methods and exercises - Monitoring, recording, and evaluating progress - Reviewing and adapting a fitness programme to meet new targets
--	---	--	---	--	---

End points - Understand why people participate in sport - Take part confidently in a range of team and individual sports - Demonstrate knowledge of skills, rules, and equipment - Reflect on their own performance and identify how to improve	End points - Understand how the body works during exercise - Explain key fitness concepts and training principles - Take part in fitness testing and training activities - Track, review and improve their own fitness levels over time	End Points - Understand strength and conditioning and its importance in fitness - Use facilities, equipment and exercises safely and effectively - Plan, carry out and review a personal fitness programme - Set and adapt targets to improve their fitness
--	--	--

UNIT 4		UNIT 5	
Key Concepts - learners will understand the major food groups and the importance of a balanced diet. They will look at different diets and will be able to prepare a healthy diet plan.		Key Concepts – learners will identify different types of sports events and set personal objectives. They will prepare for and assist at an event and review the achievement of their objectives.	
Key Knowledge - Major food groups (e.g. carbohydrates, proteins, fats, vitamins, minerals) - Functions of each food group in the body - Food sources for each food group - Key vitamins and minerals and their functions - Food sources of vitamins and minerals - Signs of vitamin and mineral deficiency - Signs of vitamin and mineral toxicity - Importance of hydration and its link to performance - Importance of a balanced diet for health and performance	Key Skills - Identifying and classifying food groups - Explaining the role of nutrients in the body - Recognising signs of deficiency and toxicity - Applying knowledge of hydration to health and performance - Evaluating the importance of a balanced diet - Creating a personal healthy diet plan - Selecting appropriate nutrients for individual needs - Following and monitoring a diet plan	Key Knowledge - Types of leisure events (e.g. recreational, community-based activities) - Types of sport events (e.g. competitions, tournaments, fixtures) - Different ways to assist at a sports event (e.g. officiating, organising, supporting roles) - Requirements for preparing to assist at an event (roles, responsibilities, planning) - Importance of setting personal objectives for an event - Criteria for evaluating the success of a sports event	Key Skills - Describing a range of leisure and sport events - Preparing effectively to assist at a sports event - Setting realistic and achievable personal objectives - Assisting and contributing during a sports event - Completing tasks and objectives during an event - Reviewing and evaluating achievement of personal objectives - Reflecting on personal strengths and identifying improvements

- Reasons why diets vary for different individuals (age, activity level, goals) - Benefits of different types of diets - Methods of promoting a healthy diet	- Reflecting on improvements in health and wellbeing - Researching and promoting healthy eating habits	- Understanding strengths and areas for improvement when assisting at events	- Evaluating the overall success of a sports event
End points - Understand the major food groups and their functions - Explain the importance of nutrition for health and performance - Plan and follow a balanced diet - Evaluate how diet impacts their own health and wellbeing		End points - Understand different types of sports and leisure events - Prepare for and assist at a sports event - Set and achieve personal objectives - Review their performance and the success of the event	

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)
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)

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 –	Key Skills –	Key Knowledge –	Key Skills –
Learning the 3 parts of a warmup (pulse raiser, stretches, practice)	Pulse raiser – Different types of stretches (static/dynamic)	Applying the 3 main parts of a warmup – Leading others in a warmup	Pulse raiser – Different types of stretches (static/dynamic)
Knowing how and when to use the variety of skills in isolation	Short passing Shooting Dribbling Game play	Can referee a game and apply the correct rules Begin to apply correct type of skill in a game situation	Long passing Turns (Cruyff, inside and outside) Shooting with both feet 3 v 3 match play 3 v 1 (tactical, positional) Defending
Learning the rules of the game	Passing (bounce pass, chest pass) Dribbling Shooting Lay up applying the rules of the game Game play	Learning the importance of possession, attacking and defensive plays.	Passing (bounce, chest, javelin) 3-point shooting Dribbling away from an opponent (1 v 1 game play) 3 v 3 game situations
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/lower reps) How to improve cardiovascular fitness	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	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	Training methods – Continuous training Weight training Interval training Applying the principles of training – FITT
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	Serve (short and long) Over head shots - Clear and drop (focus on the difference) - Smash - Net shots Match play	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.	Recap – Serving- Smash - Clear and drop Backhand serve Forehand and backhand shots Net to net Net clear

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 Learn the basic rules of tennis and scoring systems Learn how to perform a basic rally	Serve Forehand and back shots Forehand (top spin) Block shot Match play 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	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 opponent's weaknesses. Know how to move an opponent around the court	Underarm clear shot (forehand and backhand) Spin shots Topspin Backspin Slice Forehand and backhand 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)

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 corrects rules Begin to apply correct type of skill in a game situation Learning the importance possession, attacking and defensive plays. Learn the different muscles and 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	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 Game play Passing (bounce, chest, javelin) 3-point shooting Dribbling away form 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

Knowing how to apply the correct bowling style and batting shots in a game situation (correct shot selection)	Recap – Serving – Smash - Clear and drop
Applying the correct tactics to a game situation	Backhand serve
Learn how to umpire a game of cricket	Forehand and backhand shots
Applying the correct tactics to a game situation	Net to net
Begin to use correct strategies, working out opponents' weaknesses.	Net clear
Know how to move an opponent around the court	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	

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 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	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.		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.	

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: - Know about hand tools used in carpentry - Be able to use face and edge marks - Be able to saw to a line - Be able to plane timber - Be able to use a chisel		See Unit 9 Developing Bricklaying Skills The learner will: - Know the hand tools used in basic bricklaying processes - Know the materials used in basic bricklaying processes - Know the personal protective equipment (PPE) used in basic bricklaying processes - Be able to apply safe working practices to produce half-brick walling		JEP Construction Academy The learner will: - Build a wooden stud wall using CLS timber - Add plaster board to both sides of the wall - Cut out for a wall socket and fit a socket to the wall - Fill the dry wall screw holes and make smooth (wall prep) - Paint half a wall on each side of the board - Wallpaper half a wall - Tile half a wall - Fit a dado rail and skirting board to the board - Add a board to make the floor of the 'wall' - Tile and grout the floor - 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: - Build a wooden stud wall using CLS timber - Attach plasterboard to both sides of the stud wall - Cut out openings for wall sockets and fit electrical sockets securely - 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: - Know about hand tools used in carpentry - Be able to use face and edge marks - Be able to saw to a line - Be able to plane timber - Be able to use a chisel	<u>See Unit 8 – Performing Brickwork Operations</u> The learner will: - Know the hand tools and materials commonly used to perform brickwork tasks - Understand the important health, safety and welfare issues associated with brickwork tasks - 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: - Understand the advantages and disadvantages of having a team complete a task - Understand the behaviours needed for effective teamwork - Be able to recognise the strengths, skills and experiences of team members - Be able to agree roles and responsibilities within the team in relation to a given task - Be able to work positively as a member of a team - 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 Students can accurately name and identify basic carpentry hand tools		End points Students can name and identify hand tools used in brickwork and state their uses		End Points 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
--	---	--

Curriculum Overview

Our vision is to give learners a fresh start, build their confidence, and help them learn basic hair and beauty skills in a calm, supportive environment. We want every learner to feel safe, valued, and capable of achieving something they can be proud of.

Curriculum Intent

The curriculum is designed to:

- Introduce simple, practical hair and beauty skills.
- Help learners improve their confidence, routine and engagement.
- Teach professional behaviour in a way that is accessible and achievable.
- Support personal development through communication, teamwork and self-management.
- Prepare learners for progression into Level 2 or other vocational pathways.

We aim to:

- Remove barriers to learning.
- Reduce anxiety within education.
- Create a learning experience where learners can progress at their own pace.
- Help learners feel proud of their achievements.
- Enable learners to develop confidence and see a positive future for themselves.

Connection to the Wider World

This curriculum helps learners understand how the skills they learn in class link to real jobs, real people and real life. Hair and beauty is a global industry, and the techniques learners practise are used in salons, barbershops, spas, retail, media and community settings across the world. Learners also develop transferable employability skills including communication, teamwork, professionalism, organisation and customer service that are valued across many different careers.

Level 1 Hair & Beauty (14+)	Level 2 Hair & Beauty (16+)
Topics • Health & Safety • Introduction to the Hair & Beauty Industry • Shampooing & Hair Care • Skin Care • Make-up Application • Manicure • Basic Styling Techniques • Client Care & Communication	Topics • Health & Safety • Client Care & Communication • Manicure • Pedicure • Facial Skin Care • Body Massage • Waxing • Eye Treatments • Make-up • Retail & Professional Practice
Formal Assessment • Practical observations • Knowledge assignments/workbooks • Oral questioning • Portfolio evidence • Tutor assessment	Formal Assessment • Practical observations • Knowledge assignments • Oral questioning • Portfolio evidence • Professional discussions

Level 1 Hair & Beauty (14+)	Level 2 Hair & Beauty (16+)
<u>Key Concepts</u> • Personal presentation • Health & Safety • Hygiene • Client care and Communication • Professional behaviour • Basic practical skills	<u>Key Concepts</u> • Consultation • Advanced practical skills • Anatomy & Physiology • Professional standards • Commercial awareness • Client-centred treatments
<u>Key Knowledge</u> • Safe salon routines • Health & safety legislation • Basic product knowledge • Hair and beauty equipment • Basic treatment procedures • Professional behaviour • Client care and communication	<u>Key Knowledge</u> • Consultation techniques • Skin and nail analysis • Contraindications and contra-actions • Product ingredients and selection • Treatment procedures and adaptations • Retail and aftercare advice • Client records and legislation
<u>End Point</u> Learners can safely carry out a range of basic hair and beauty services while demonstrating professional behaviour, following health and safety requirements and communicating effectively with clients. They will have the confidence and foundation skills needed to progress into Level 2 or another vocational pathway.	<u>End Points</u> Learners can independently perform commercial-standard beauty treatments, demonstrate excellent client care, work safely and professionally, meet awarding organisation standards and progress into employment, apprenticeships or Level 3 qualifications within the beauty industry.

KEY STAGE 3/4 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Through Art

Our 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, ambitious and inclusive art education that nurtures both artistic skill and personal growth.

At KS3, young people build a strong foundation in the formal elements of art before applying these skills through projects that explore their local community, personal identity and imaginative thinking. Beginning with the fundamentals of drawing, colour and composition, they progress to exploring architecture through My Manchester, expressing identity through music-inspired artwork, and designing imaginative Fantastic Creatures. Each project builds on the last, developing technical skills alongside creativity, confidence and independent thinking.

Throughout the curriculum, we place a strong emphasis on engagement, wellbeing and pride in personal progress. Art provides a safe space where young people can explore ideas, take creative risks, solve problems and develop resilience. Our curriculum equips them with transferable skills, cultural awareness and the confidence to progress into further education, employment and the creative industries.

At JEP Youth Engagement, Art is more than a subject—it is a vehicle for creativity, self-expression, belonging and personal achievement.

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

At JEP Youth Engagement, we believe that Art is a powerful means of engagement, self-expression and personal development. Our KS3 curriculum is designed to provide young people with a safe, calm and structured environment where they feel confident to explore their creativity, take risks, make mistakes and develop their own artistic voice. Through a broad range of practical experiences, including drawing, painting, mixed media, sculpture, textiles and graphic design, young people develop technical knowledge alongside transferable skills such as creativity, problem-solving, resilience and communication. Our curriculum encourages curiosity, celebrates individuality and promotes a sense of achievement through creative success.

We broaden young people's cultural awareness by introducing them to artists, cultures and artistic traditions from around the world, helping them to understand how art reflects identity, history, community and society. These experiences inspire young people to think critically, appreciate diverse perspectives and make meaningful connections between their learning and the wider world.

Our KS3 curriculum provides the foundations for progression into KS4, equipping young people with the knowledge, skills and confidence required to successfully access AQA Unit Award Scheme Art qualifications and future creative opportunities.

Ultimately, we want every young person to leave KS3 with growing confidence in their artistic abilities, a portfolio of work they are proud of, and a deeper understanding of who they are, where they have come from and what they can achieve.

Hinterland statement: Adding Depth and Meaning to the Art Curriculum

At JEP Youth Engagement, we believe that art is about far more than learning practical techniques. Our curriculum is enriched with hinterland knowledge—the wider stories, cultures, histories and experiences that give artwork context, meaning and relevance. Young people are introduced to artists from diverse backgrounds, cultures and time periods, exploring how creativity has been used to express identity, celebrate heritage, challenge injustice, communicate ideas and promote wellbeing. Through meaningful discussions and creative enquiry, they discover how art connects to history, community, society and their own lived experiences.

By exploring the people and stories behind the artwork, young people develop cultural awareness, empathy and curiosity while recognising the power of creativity as a form of communication and self-expression. They learn that art can inspire change, preserve memories, celebrate individuality and bring communities together.

For many of our young people, art provides more than a curriculum subject—it offers a voice, a sense of belonging and an opportunity to be understood. By embedding rich hinterland knowledge throughout our curriculum, we enable every young person to make meaningful connections, develop confidence in their own creative identity and appreciate the diverse world around them.

TOPICS & FORMAL ASSESSMENT KS3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Formal Elements of Art	My Salford My Manchester	Identity through Rap Music		Fantastic Creatures	
Key Concepts	The seven formal elements of art and how artists use these. Understanding colour theory and how colours work together. Exploring texture through mark-making and different media. Developing confidence and resilience through experimentation.	Exploring the architectural heritage of Salford and Manchester. Understanding how shape, line and form create buildings. Comparing historic and modern buildings.	Understanding how music can inspire visual art. Using symbolism to communicate meaning. Combining text and imagery to create meaningful artwork. Developing personal responses inspired by lyrics and themes. Evaluating how artists communicate messages. Presenting an outcome that reflects personal identity.		Using imagination to create original artwork inspired by real and mythical creatures. Learning how 2D drawings can be transformed into 3D sculptures.	

Key Skills	Drawing. Accurate use of line to create different effects. Creating 2D shapes and 3D forms with shading and blending. Mixing colours. Create texture through materials. Repeating patterns and decorative designs.	One-point perspective drawing. Drawing geometric forms. Observational drawing from photographs.	Researching artists and analysing visual imagery. Creating mood boards and collecting visual references. Designing compositions that communicate personal identity. Experimenting with colour palettes and mixed media. Layering materials, print making, collage, using paint, stencil and drawing techniques. Using photography to record ideas.	Developing ideas through observational and imaginative sketching. Constructing a clay/cardboard sculpture. Considering multiple viewpoints Creating texture with tools and found objects.
Key Vocabulary	Line, shape, form, tone, colour, texture, pattern, primary colours, secondary colours, complementary colours	Architecture, perspective, horizon line, vanishing point, façade, structure, industrial, contemporary.	Identity, culture, symbolism, composition, typography, mood, storytelling, mixed media, layering, graffiti, street art, expression.	Mythical, creature, anatomy, proportion, texture, shape, form, hybrid, techniques, sculpture, relief, armature.
Key Assessments	Identify and explain all seven formal elements of art. Produce a finished piece that combines multiple formal elements. Reflect on and evaluate their own work and the work of others using appropriate artistic vocabulary.	Accurate drawing techniques. Mixed media cityscape. A personal element, such as symbols, colours or words representing what Manchester or Salford means to them.	Explain how art and music can communicate identity and personal experiences. Use symbolism, typography and colour to express meaning. Creative application of mixed media techniques. Create an album cover and lyrics that communicates a message or aspect of their identity.	Generate creative ideas inspired by real and mythical creatures. Demonstrate effective use of the formal elements in drawings. Construct a three-dimensional sculpture using appropriate techniques.

Creative Careers	Artist, Illustrator, Graphic Designer, Animator, Photographer, Fashion Designer, Interior Designer, Product Designer, Tattoo Artist, Art Teacher.	Architect, Urban Designer, Landscape Architect, Interior Designer, Civil Engineer, Heritage Officer, Museum Curator, Photographer, Set Designer.	Graphic Designer, Album Cover Designer, Street Artist, Mural Artist, Illustrator, Fashion Designer, Creative Director, Music Video Designer, Branding Designer, Marketing Designer, Photographer, Digital Artist.	Character Designer, Concept Artist, Game Designer, Animator, Film Creature Designer, Special Effects Artist, Model Maker, Sculptor, Toy Designer, Comic Book Artist, Illustrator, Ceramic Artist.
-------------------------	---	--	---	---

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Through Art

Our 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, ambitious and inclusive art education that nurtures both artistic skill and personal growth.

At KS4, young people broaden their cultural understanding through projects including Music and Art, Mexican Art and Mandala Art, before culminating in an independent Personal Project. This final project enables each young person to apply the knowledge, skills and techniques developed throughout their artistic journey, creating a personalised portfolio that reflects their interests, strengths and aspirations.

Throughout the curriculum, we place a strong emphasis on engagement, wellbeing and pride in personal progress. Art provides a safe space where young people can explore ideas, take creative risks, solve problems and develop resilience. Our curriculum equips them with transferable skills, cultural awareness and the confidence to progress into further education, employment and the creative industries.

At JEP Youth Engagement, Art is more than a subject—it is a vehicle for creativity, self-expression, belonging and personal achievement.

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

At JEP Youth Engagement, we believe that Art is a powerful vehicle for engagement, self-expression and personal development. Our curriculum is designed to provide young people with a safe, calm and structured environment where they can explore their creativity, express their thoughts and emotions, and develop confidence in their own abilities. Through a broad range of practical experiences, including drawing, painting, mixed media, sculpture, textiles and graphic

design, young people develop transferable creative and problem-solving skills while building resilience, independence and pride in their achievements. We encourage every young person to experiment, take creative risks and view mistakes as an essential part of the artistic process, while broadening their cultural awareness through the study of diverse artists, traditions and creative practices.

As young people progress through KS4, they apply the knowledge, skills and techniques developed throughout the curriculum to an independent Personal Project. Working from a self-selected theme or creative brief, each young person research, plans, experiments, refines and produces an outcome that reflects their individual interests, strengths and aspirations. This project develops independence, creative thinking and personal responsibility, enabling every young person to showcase their unique artistic voice and create a personalised portfolio piece that supports progression into further education, training or the creative industries.

Ultimately, we want every young person to leave JEP with a portfolio they are proud of, increased confidence in their creative abilities, and a stronger sense of who they are, where they have come from, and what they can achieve.

Link to world of work statement: Adding Depth and Meaning to the Art Curriculum

At JEP Youth Engagement, we believe that art is about far more than learning practical techniques. Our curriculum is enriched with hinterland knowledge—the wider stories, cultures, histories and experiences that give artwork context, meaning and relevance.

Young people are introduced to artists from diverse backgrounds, cultures and time periods, exploring how creativity has been used to express identity, celebrate heritage, challenge injustice, communicate ideas and promote wellbeing. Through meaningful discussions and creative enquiry, they discover how art connects to history, community, society and their own lived experiences.

By exploring the people and stories behind the artwork, young people develop cultural awareness, empathy and curiosity while recognising the power of creativity as a form of communication and self-expression. They learn that art can inspire change, preserve memories, celebrate individuality and bring communities together.

For many of our young people, art provides more than a curriculum subject—it offers a voice, a sense of belonging and an opportunity to be understood. By embedding rich hinterland knowledge throughout our curriculum, we enable every young person to make meaningful connections, develop confidence in their own creative identity and appreciate the diverse world around them.

TOPICS & FORMAL ASSESSMENT KS4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Music and Art		Day of the Dead	Mandala Art	Bespoke AQA Unit Award Independent Personal Art Project	
Key Concepts	Exploring how music influences visual responses, mood, colour and composition. Producing artwork inspired by music using mixed media. Investigating artists/designers linked to music and visual culture. Combining paint, collage, typography and digital/mixed media approaches.		Exploring Mexican culture, symbolism and visual traditions. Sugar skulls, floral motifs, symmetry and decorative design. Studying Frida Kahlo, José Guadalupe Posada or Mexican folk artists. Final Día de Los Muertos inspired artwork.	Repetition, symmetry, radial design and colour theory. Developing a personal mandala design. Precision, line control and pattern development. Colour choices and emotional impact.	Personal identity and creative voice. Independent project planning. Developing ideas from personal interests. Researching artists, designers or craftspeople. Creative problem-solving. Experimentation and refinement. Selecting appropriate materials and techniques. Responding to feedback. Presenting a professional outcome. Evaluating the creative process.	
Key Skills	Artist research and contextual understanding. Recording ideas through annotation. Observational drawing. Colour theory and emotional colour choices. Composition and layout. Typography and lettering. Mixed media techniques. Acrylic painting. Collage and layering. Developing personal responses. Refining and evaluating artwork.		Cultural research. Artist analysis. Observational drawing. Decorative pattern design. Colour mixing. Acrylic painting. Fine brush control. Line work. Mixed media. Clay decoration. Developing personal interpretations.	Precision drawing Compass and ruler skills. Radial design Symmetry. Pattern creation. Repetition. Line control. Colour blending. Fine motor control. Mindful drawing techniques. Planning and refinement.	Writing a project proposal/creative brief. Independent research and artist analysis. Annotation and recording ideas. Planning and time management. Observational drawing where appropriate. Experimenting with materials and techniques. Selecting appropriate media for a chosen outcome. Developing and refining ideas. Problem solving and adapting work. Technical control of chosen materials. Presentation and exhibition of work. Self-evaluation and reflection.	

			Evaluation.	Responding to teacher and peer feedback. Working independently with increasing confidence.
Key Vocabulary	Composition Mood Rhythm Emotion Symbolism Identity Typography Contrast Tone Texture Layering Mixed Media Narrative Expression Contemporary Visual Language Cultural Influence Annotation Experimentation Evaluation	Mexican Folk Art Día de Los Muertos Calavera Sugar Skull Symbolism Tradition Heritage Culture Pattern Motif Decoration Vibrant Contrast Composition Repetition Folk Art Mixed Media Celebration	Mandala Radial Symmetry Geometry Pattern Repetition Balance Harmony Proportion Line Shape Motif Segment Rotation Colour Theory Gradient Precision Contrast Composition Mindfulness Reflection	Brief Proposal Theme Inspiration Research Investigation Annotation Experimentation Development Refinement Process Technique Media Composition Aesthetic Intent Concept Outcome Portfolio Evaluate Reflect Independent Creative Practice Presentation Personal Response
Key Assessment	Art and Design: Music and Art Creating a Piece of Themed Art Using Different Techniques Researching an Art Inspiration Creating a Mixed Media Artwork	Art and Design: Mexican Art Art and Design: Colour and Pattern. Creating a Piece of Themed Art Using	Art and Design: Colour and Pattern Creating a Decorative Artwork. Drawing Skills. Using Colour in Art.	Produce a personal project proposal outlining their chosen theme. Research at least two relevant artists, designers or makers. Experiment with a range of appropriate materials and techniques.

		Different Techniques.	Mindful and mental health?	Record and annotate the development of ideas. Produce a high-quality outcome. Present their work professionally. Evaluate their creative journey and outcome using subject-specific vocabulary.
Key Outcomes	Album cover, music-inspired artwork, mural design or personal visual response.	Decorated sugar skull, ceramic piece, mixed media artwork or large-scale design.	Large-scale personal mandala design exploring symmetry, pattern and colour.	A piece of artwork in a media of their choice. Exploring personal interests and aspirations.
Creative Careers	Graphic Designer, Album Cover Designer, Illustrator, Music Video Designer, Creative Director, Brand Designer, Photographer, Digital Artist, Animator, Mural Artist, Street Artist, Marketing and Advertising Designer, Fashion Designer.	Fine Artist, Illustrator, Surface Pattern Designer, Textile Designer, Ceramic Artist, Mural Artist, Costume Designer, Festival and Event Designer, Museum Curator, Heritage Officer, Cultural Programme Coordinator, Graphic Designer.	Surface Pattern Designer, Textile Designer, Interior Designer, Wallpaper Designer, Jewellery Designer, Ceramic Designer, Graphic Designer, Tattoo Artist, Illustrator, Product Designer, Wellbeing Workshop Facilitator, Art Therapist*	Fine Artist, Illustrator, Tattoo Artist, Graphic Designer, Animator, Game Designer, Character Designer, Architect, Fashion Designer, Textile Designer, Interior Designer, Product Designer, Photographer, Ceramic Artist, Sculptor, Mural Artist,, Digital Artist, Creative Director.

Local Labour Market Links (Greater Manchester)

The curriculum connects well to the creative sector in Greater Manchester, including careers in:

- Digital and graphic design
- Animation and gaming
- Architecture and interior design
- Fashion and textiles
- Museum and gallery education
- Public art and mural design

- Photography and media production
- Marketing and branding
- Creative events and festivals

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Through Music.

Music is an important subject with the ability to be powerful and transformational for young people. Collaboration skills will be nurtured, and creative performance opportunities will encourage confidence and self-esteem development. Music is vital for personal development and can also offer support strategies for SEND and SEMH difficulties.

Each topic combines skills and knowledge in three main components of the curriculum: listening and appraising, performance, and composition (including the use of music technology). The topics are interwoven to allow for a broad and balanced approach for students. Skills which are introduced in year 7 are then revisited and developed further through year 8 and 9 whereby at the end of their studies, students have studied a plethora of topics which encompass the three musical components. These topics begin with a basic understanding of the elements of music before moving onto different genres of music to provide a broad and balanced music curriculum

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.

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

Our music curriculum is designed to:

- Young people will develop key musical skills and knowledge in performing, composing and listening
- Promote personal development
- Expand the young peoples' cultural awareness and understanding of the wider world.

. Our approach to supporting students is to provide a calm, empathetic, positive, supportive environment with clear routines

Hinterland statement: Adding Depth and Meaning to the Music Curriculum

In our music curriculum, we distinguish between the **core knowledge**—the skills of performance, composition, and technical vocabulary that young people must understand—and the context that brings those concepts to life. We believe that musical fluency requires more than musical theory knowledge. Therefore, every technical concept is embedded within its rich historical, cultural, and human narrative. We explicitly share the life stories of composers/musicians, the social conditions that sparked musical movements, and the emotional intent behind the music.

TOPICS & FORMAL ASSESSMENT KS3						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Elements of Music	Musicals	Rap	Film Music	Pop Music (remix)	Songwriting
Key concepts	Explore Rhythm and Pulse – rhythm composition, using and developing rhythms/loops to create backing tracks.	Basics of Staff notation and keyboard playing technique. Introduction to the musical What is a musical and why do they exist?	History of Rap How to rap in time with clear sense of pulse and lyrical content. Create and sample drumbeats.	How do film composers work to create music that manipulates audience emotion? Introduction to film music. Listening tasks on genre conventions. Introduction to Jaws scene for students to compose music to.	Listening to examples of remixes. Create a remix on band lab. Pop structure (intro, verse and chorus)	Song-writing – A Method of Self-Therapy? Chords and Pop song structure. Introduce songs that use 4 chord sequence Create a pop song using chord sequence
Key skills	Keeping a beat Perform 4-beat rhythms: Repeat one = ostinato	Keyboard skills: correct finger shape and 5-finger pattern for C-G Keyboard	Performing in time to a beat. Creating a beat using the drum	Perform model example(s) of famous themes and leitmotifs:	Experiment with bandlab Technology effects eg reverb, echo and delay.	Show you can compose a chord sequence, then add a bass riff, then a melody. Show you

	Combine them = polyrhythm Write 4/4 rhythms with correct notation and knowledge of note lengths: Quaver, crotchet, minim, semibreve	performance	machine in BandLab,	Develop confidence and skill in using BandLab to create a soundtrack for film clip, with appropriate melody, rhythm, texture, timbre and tempo, dynamics.	Composing activity in BandLab: Shape of You Remix' Show you understand song structure (Intro, Verse, Chorus, Outro)	understand song structure (Intro, Verse, Chorus, Outro)
Key vocabulary	Dynamics, Rhythm, Poly rhythm, Instrumentation, Tempo, Texture,	Pulse semibreve, minim, crotchet, quaver, semiquaver.	Polyrhythm Syncopation Ostinato Riff Simple and Compound Time	crescendo, diminuendo scalic, arpeggio ostinato	intro/outro, verse, chorus break reverb, echo and delay	Melodic hook, Rhythmic hook, Lyrical, hook, riff, accompaniment
Key assessments AQA Units	Creating loops	Keyboard performance/vocal performance	Introduction to rap music	Composing shark inspired music Digital creativity: Animation and music	Shape of you remix	Composed song

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

Vision: Empowering Creativity, Expression and Growth Music

Our KS4 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.

At KS4 we will build on the knowledge and skills that was delivered in KS3 in music performance, composition and listening. They will know how to analyse different styles of popular and world music and apply this understanding to their own performances and compositions, using music technology appropriately throughout all creative processes. Pupils will also learn about the music industry and develop the professional and commercial skills needed to succeed in this business.

By year 10/11, the young people are ready to take ownership of their creative journey, pursuing personal ideas through a creative arts programme and the AQA Units.

INDEPENDENT ENQUIRERS

- Risk taking
- Being experimental
- Patience
- Determination
- Practicing challenging techniques and incorporating music technology.
- 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.

The Creative Arts Department at JEP is a safe space to be seen, heard, and valued.

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

Our music curriculum is designed to:

- Enable Young people to develop key musical skills and knowledge in performing, composing and listening
- Promote personal development
- Expand the young peoples' cultural awareness and understanding of the wider world.

Hinterland statement: Adding Depth and Meaning to the Music Curriculum

In our music curriculum, we distinguish between the **core knowledge**—the skills of performance, composition, and technical vocabulary that young people must understand—and the context that brings those concepts to life. We believe that musical fluency requires more than musical theory knowledge. Therefore, every technical concept is embedded within its rich historical, cultural, and human narrative. We explicitly share the life stories of composers/musicians, the social conditions that sparked musical movements, and the emotional intent behind the music.

TOPICS & FORMAL ASSESSMENT						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Music Artists (Rap project)	Devising and performing (Rap project)	Reggae Performance (Music around the World)	Afro beat sounds (Music around the World)	Introduction to music production (Fusion)	Arranging own composition (Fusion)
Key concepts	Learners to consider what they think all the possible steps would be from artist to audience. Students analyse rap music through listening, performing, and the creation of their own rap lyrics. Introducing music technology skills - bandlab		A detailed look at the genre of Reggae through the performer/composer, Bob Marley. Key features of Reggae: Subject material, Instrumentation, Rhythmic feel The development of Melody and Timbre within music from the genre, African Music/afrobeat		Working individually, pairs, and groups to create a 'song' that reflects their identity, including showing justification that their song 'connects' to the audience. Introducing music technology skills by using browser-based sequencing and sampling software Using DJ decks and other hardware (Launchpads) to 'realise' their compositions in a live setting	

Topic Rap project		Topic Music around the World		Topic Fusion	
Key skills Understanding of the music business. Bandlab – basic editing skills, importing samples and creating a drumbeat. Copy, paste and loop ideas. Rap in time to a beat		Key skills Model songs by Bob Marley: Buffalo Soldier, Three Little Birds. Both songs contain 3 Musical Layers: Melody, Chords, Bass line. Buffalo Soldier reinforces major/minor chord contrast. Three Little Birds reinforces chromatic notes.		Key skills Record a performance using a MIDI keyboard and DAW. Compose and record/input a drum beat in 4/4 time, using a kick, snare, and cymbals. Compose and record/input a chord sequence using primary chords. Compose and record/input a bass line using ideas from previous schemes of learning. Compose and record/input a balanced, diatonic melody in a pop music/fusion style.	
Key vocabulary Music production Loops Pulse Artist	Key Assessments AQA UNITS: Introduction to Rap Music Devising and performing a rap Art project: Music Artists Music Artist research project Designing cover art for a piece of music.	Key vocabulary Rhythm Pitch Instrumentation Tempo Texture Structure Offbeat Rhythms Rin shot Syncopation Bass riffs Chords Simple harmonies	Key Assessments AQA UNITS: Beatboxing Using loops and pre recorded samples in midi. Level 1	Key vocabulary synthesised computer-generated sounds. Sampling Reverb distortion chorus Intro Verse Outro	Key assessments AQA UNITS: Using bandlab - sequencing and arranging DJ Skills Music production: writing lyrics

		•		•	

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY

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

The Humanities curriculum at JEP Youth Engagement aims to inspire curiosity about the world and develop a meaningful understanding of how societies have been shaped over time.

Through the study of History and Geography, students explore key themes such as power, inequality, identity, and global change, enabling them to make sense of the world around them and their place within it.

The curriculum encourages students to ask questions, think critically, and engage in discussion, while building confidence and supporting their personal development. Opportunities to engage with real-world contexts further support students in developing a broader understanding of the world beyond their immediate environment.

Curriculum Intent statement:

The Humanities curriculum provides a broad, balanced, and ambitious programme of study that is carefully structured to meet the needs of all learners. At Key Stage 3, students study a range of enquiry-based units that develop their understanding of both historical and geographical concepts. These units are designed to build knowledge progressively while remaining accessible and engaging.

The curriculum focuses on developing students' ability to:

- Understand key ideas and concepts
- Explain causes, consequences, and significance
- Compare different places, events, and viewpoints
- Form and justify their own opinions

Teaching is structured to ensure that all students can access learning and make progress, with appropriate support and challenge embedded throughout. Where appropriate, learning is enriched through opportunities that connect classroom learning to real-world contexts.

Connection to the Wider World Statement

The Humanities curriculum enables students to explore the wider world by examining real-world issues, global challenges, and significant historical events.

Through Geography, students develop an understanding of topics such as population change, development, and the use of resources, helping them to make sense of the modern world.

Through History, students explore themes such as empire, conflict, and power, gaining insight into how the past has shaped present-day societies. By making connections between past and present, local and global contexts, students are supported to develop informed perspectives, appreciate different cultures, and understand the complexity of the world around them.

This approach encourages students to reflect on their own place in society and prepares them to engage with the wider world in a thoughtful and informed way.

FOUNDATION		DEVELOPMENT	
KS3		KS3	
Key Concepts		Key Concepts	
Key Knowledge Autumn 1 – Population - What is population - Population change (births, deaths, migration) - Differences between places (rural, urban, coastal) - Physical features influencing where people live. - Local population patterns (fieldwork focus) Autumn 2 – India (Empire) - What is an empire - Why Britain controlled India - Impact of British rule on people - Resistance and independence Spring 1 – Africa - Location of African countries - Diversity of the continent - Development and inequality - Challenges and opportunities Spring 2 – World War 2 - Causes of WW2 - Key events (Dunkirk, Blitz, Battle of Britain) - Life during war (evacuation, rationing) -	Key Skills - Chronology → Understanding the sequence of events over time and placing key developments in order - Cause → Explaining why events or changes happen using clear and simple reasoning - Consequence → Describing the outcomes of events and their impact on people and places - Comparison → Identifying similarities and differences between places, events, and ideas - Interpretation → Recognising that different viewpoints exist about events and issues - Use of evidence → Using information from sources, images, or texts to support answers - Communication → Expressing ideas clearly in written and spoken form using appropriate vocabulary - Decision-making → Forming opinions and beginning to justify them using knowledge learned - Map Skills → Using maps, atlases and digital mapping to locate, compare and investigate places.	Key Knowledge Autumn 1 – Population - Global population patterns - Population differences between countries - Migration and its impact - Physical features/factors influencing where people live. Autumn 2 – India (Empire) - Economic and political impact of empire - Different perspectives on British rule - Causes and consequences of independence Spring 1 – Africa - Causes of inequality - Case studies of development - Changing perceptions of Africa - Climate zones / Physical landscapes Spring 2 – World War 2 - Deeper understanding of causes	Key Skills - Chronology → Applying understanding of sequence to explain how events and changes develop over time - Cause and consequence → Explaining links between causes and effects, showing how events are connected - Significance → Explaining why events, people, or places are important and their wider impact - Interpretation → Comparing different viewpoints and beginning to evaluate them - Comparison → Making detailed comparisons and drawing conclusions from similarities and differences - Analysis → Explaining ideas in more depth using reasoning and supporting detail

Impact of war on people, The Holocaust and persecution during WW2 Summer 1 – Middle East - Location of the Middle East - Climate and environment - Importance of oil - Changes in places (e.g. Dubai) Summer 2 – Dictators - What is a dictator - How dictators gain power - Life under dictatorships - Impact of leadership on people		- Impact on different groups - Long-term consequences of war - The Holocaust and its significance Summer 1 – Middle East - Global importance of resources - Political and economic influence - Sustainability challenges – - Water scarcity and its impact Summer 2 – Dictators - Methods of control (propaganda, fear) - Comparison between leaders - Evaluation of leadership	- Use of evidence → Selecting relevant information to support answers and justify ideas - Communication → Producing structured written responses and contributing clearly to discussions - Evaluation → Making informed judgements and justifying opinions using knowledge and evidence - Map Skills → Using maps, atlases and digital mapping to locate, compare and investigate places.
End points By the end of Key Stage 3, students will: • Develop understanding of key historical and geographical concepts • Explain causes, consequences, and significance • Confidently express and justify their ideas • Show increased engagement and awareness of the wider world Students will be prepared for the next stage of their education, including Key Stage 4	End points By the end of Key Stage 3, students will: • Develop understanding of key historical and geographical concepts • Explain causes, consequences, and significance • Confidently express and justify their ideas • Show increased engagement and awareness of the wider world Students will be prepared for the next stage of their education, including Key Stage 4		

CURRICULUM OVERVIEW & JOURNEY

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

The Big Questions curriculum aims to develop students' confidence in discussing, debating, and exploring important issues that affect individuals, communities, and society.

Through the exploration of ethical dilemmas, philosophical questions, current affairs, and social issues, students are encouraged to think critically, consider different viewpoints, and communicate their ideas effectively.

The curriculum supports students in becoming reflective, informed, and responsible individuals who can engage thoughtfully with the world around them and prepare for life beyond education.

Sensitive Topics

Some units may explore sensitive ethical, philosophical, or social issues such as crime, life and death, belief, suffering, and personal responsibility. Teaching is carefully planned to ensure discussions remain age-appropriate and respectful. Staff use professional judgement when selecting content and may adapt, omit, or replace materials to meet the needs and maturity of individual groups.

Curriculum Intent statement:

The Big Questions curriculum provides students with opportunities to explore challenging and thought-provoking questions through discussion, debate, research, and presentation.

At Foundation level, students develop the skills needed to express opinions, listen to others, and explore different perspectives on a range of contemporary and ethical issues.

At Development level, students revisit key themes through more challenging questions and mature discussion, developing their ability to analyse evidence, evaluate arguments, and justify conclusions.

The curriculum has been designed with flexibility in mind, allowing topics and activities to be adapted according to the age, maturity, interests and needs of individual groups. Some units contain additional enrichment and discussion-based lessons to provide appropriate pathways for different learners.

The curriculum focuses on developing students' ability to:

- Communicate ideas confidently and respectfully
- Participate in discussions and debates
- Research and evaluate information
- Consider multiple viewpoints
- Form reasoned and justified opinions
- Develop critical thinking and decision-making skills

- Engage with real-world issues and contemporary challenges

Connection to the Wider World Statement

The Big Questions curriculum helps students understand the issues, beliefs, and challenges that shape modern society.

Students explore topics including ethics, crime, religion, worldviews, technology, life and death, human rights, and social responsibility. Through discussion and enquiry, students examine how people make decisions, why beliefs differ, and how individuals and societies respond to complex issues. By engaging with real-world case studies, current affairs, and philosophical questions, students develop the knowledge and skills needed to participate positively in society and prepare for adult life. Students are encouraged to explore current affairs, contemporary debates, and real-world issues through discussion, research, and enquiry activities.

FOUNDATION		DEVELOPMENT	
KS3		KS3/KS4	
Key Concepts		Key Concepts	
Key Knowledge	Key Skills	Key Knowledge	Key Skills
Autumn 1 – Ethics and Morality - What is ethics? - What makes something right or wrong? - Is it ever OK to lie? - How do we make decisions? Autumn 2 – Belief and Worldviews - Why do people believe in God? - Why do some people not believe? - What is a worldview? - Can religion help people? Spring 1 – Crime and Justice - Why do people commit crime? - Role of the police - Age of criminal responsibility - Youth justice Spring 2 – Life and Death - What is life?	- Discussion and communication - Debating and argument construction - Research and enquiry - Presentation skills - Critical thinking - Evaluation of evidence - Active listening - Organisation and time management - Decision making - Respecting differing viewpoints - Justifying opinions using evidence	Autumn 1 – Ethics and Morality - Ethical theories - Moral dilemmas - Rights and responsibilities - Evaluating ethical decisions Autumn 2 – Belief and Worldviews - Theism, atheism and agnosticism - Arguments for and against belief in God - Religious experiences - Religion in modern society Spring 1 – Crime and Justice - Punishment and rehabilitation - Prison effectiveness - Death penalty - Justice and society Spring 2 – Life and Death - Abortion	- Discussion and communication - Debating and argument construction - Research and enquiry - Presentation skills - Critical thinking - Evaluation of evidence - Active listening - Organisation and time management - Decision making - Respecting differing viewpoints - Justifying opinions using evidence

- When does life begin?
- Medical decision-making
- Beliefs about life after death
- Reincarnation and near-death experiences
- Cultural beliefs about death
- Ancient Egyptian beliefs and the afterlife
- Ethical decision making

Summer 1 – Suffering and Human Existence

- Why do people suffer?
- Natural disasters
- Human actions and consequences
- Resilience and responses to suffering

Summer 2 – Society, Technology and the Future

- Does money make you happy?
- Are animals as important as humans?
- Artificial intelligence
- Video games and morality

- Euthanasia
- Saviour siblings
- Medical ethics
- Beliefs about life after death
- Reincarnation and near-death experiences
- Cultural beliefs about death
- Ancient Egyptian beliefs and the afterlife
- Ethical decision making

Summer 1 – Suffering and Human Existence

- Natural evil
- Moral evil
- The Problem of Evil
- Why do bad things happen to good people?

Summer 2 – Society, Technology and the Future

- Ethics of AI
- Animal rights
- Technology and society
- Future ethical challenges

End points

By the end of the Foundation programme, students will:

- Participate confidently in discussions and debates
- Express opinions using reasons and examples
- Respect different viewpoints and perspectives
- Develop confidence in communicating ideas
- Demonstrate awareness of ethical, social, and global issues

End points

By the end of the Development programme, students will:

- Analyse and evaluate a range of viewpoints and arguments
- Communicate informed opinions using evidence and reasoning
- Conduct independent research and present findings effectively
- Engage thoughtfully with ethical, philosophical, and contemporary issues
- Demonstrate skills that support Preparation for Adult Life, further education, employment, and training

CURRICULUM OVERVIEW & JOURNEY

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

The Customer Service curriculum aims to develop students' confidence, professionalism, and employability by equipping them with the knowledge, skills, and behaviours required in real-world interactions.

Through structured lessons, practical activities, role play, and real-life scenarios, students learn how to communicate effectively, understand and respond to customer needs, and deliver positive experiences.

Over time, students become reflective, resilient, and adaptable individuals who can manage challenges, work collaboratively, and contribute positively in education, employment, and wider society.

The curriculum ultimately prepares students for Preparation for Adult Life, supporting progression into further education, training, and employment.

Sensitive Topics

Some areas of the curriculum may involve scenarios involving:

- Complaints and dissatisfaction
- Conflict and challenging behaviour
- Workplace expectations and accountability

These are explored in a safe and structured way. Staff use professional judgement to ensure content is age-appropriate, inclusive, and supportive, adapting materials where necessary to meet the needs of individual learners.

Curriculum Intent statement:

The Customer Service curriculum provides students with meaningful opportunities to develop essential employability and life skills through engaging and practical learning experiences.

At Foundation level, students develop core skills such as communication, teamwork, and understanding customer needs through structured and supported activities.

At Development level, students revisit and extend these skills in more complex and realistic contexts, focusing on independence, professionalism, and problem-solving.

The curriculum is designed with flexibility, allowing teachers to adapt content to the needs, interests, and ability levels of students while maintaining clear progression.

The curriculum develops students' ability to:

- Communicate effectively using verbal and non-verbal methods
- Listen actively and respond appropriately
- Demonstrate professional behaviour in different contexts
- Work collaboratively as part of a team
- Identify and meet customer needs and expectations
- Manage and resolve problems, including complaints

- Use feedback to improve performance
- Apply knowledge in real-life and workplace scenarios
- Reflect on strengths and areas for development

Connection to the Wider World Statement

Customer Service is a key life skill that underpins success in both employment and everyday interactions.

This curriculum helps students understand:

- How businesses rely on positive customer experiences
- The impact of behaviour, communication, and reputation
- The importance of teamwork and internal service

Students engage with realistic scenarios such as:

- Handling customer complaints
- Working in team environments
- Managing expectations and delivering quality service

These experiences develop transferable skills that support:

- Employment and apprenticeships
- Workplace readiness
- Social and communication skills
- Independence and personal development

FOUNDATION		DEVELOPMENT	
KS4		KS4	
Key Concepts		Key Concepts	
Key Knowledge Autumn 1 – What is Customer Service? • Definition of customer service • Importance in businesses and organisations • Internal vs external customers • How service affects satisfaction and reputation Autumn 2 – Professional Behaviour • Workplace expectations (punctuality, attitude, presentation) • Respect, reliability, and ethics • First impressions and their impact • Appropriate behaviour in different environments	Key Skills • Communication and active listening • Teamwork and collaboration • Role play and practical application • Problem solving • Decision making • Reflection and evaluation • Confidence building	Key Knowledge Autumn 1 – Principles of Customer Service • Customer experience and business success • Brand reputation and loyalty • Expectations vs perception • Measuring satisfaction Autumn 2 – Workplace Standards & Ethics • Professional conduct and ethics • Workplace policies and procedures • Reliability and accountability • Equality, diversity, and inclusion in service Spring 1 – Advanced Communication • Adapting communication for different audiences • Handling difficult conversations • Digital communication (email, online service) • Persuasion and influence Spring 2 – Customer Journey & Expectations	Key Skills • Advanced communication and adaptability • Analytical thinking and evaluation • Problem solving in complex situations • Managing conflict professionally • Decision making under pressure • Independent working and reflection • Use of digital tools and systems

Spring 1 – Communication Skills • Verbal and non-verbal communication • Tone of voice and clarity • Body language and active listening • Barriers to communication Spring 2 – Customer Needs & Expectations • Needs vs wants • Customer expectations and satisfaction • Questioning techniques (open/closed questions) • Gathering and using information Summer 1 – Handling Complaints • Why complaints happen • Steps to resolving issues (listen, apologise, resolve, follow up) • Empathy and emotional awareness • De-escalation strategies Summer 2 – Customer Experience		• Mapping the customer journey • Touchpoints and service stages • Identifying problems in service delivery • Improving customer satisfaction Summer 1 – Conflict Resolution & Complaints • Types of complaints and conflict • Advanced de-escalation techniques • Problem-solving strategies • Maintaining professionalism under pressure Summer 2 – Continuous Improvement & Systems • Use of CRM systems and technology • Data protection and confidentiality • Feedback systems and performance review • Continuous improvement models	
--	--	--	--

• What makes a positive experience • Customer journey basics • Teamwork in service delivery • Introduction to feedback and improvement			
End points By the end of the programme, students will: • Communicate clearly and respectfully • Demonstrate basic professional behaviour • Understand and respond to customer needs • Work effectively in teams • Apply skills in simple real-life scenarios		End points By the end of the programme, students will: • Demonstrate professional customer service skills in realistic contexts • Handle complaints and challenging situations effectively • Communicate confidently using appropriate methods • Apply skills relevant to employment and further education • Reflect on performance and identify improvements • Show readiness for workplace environments	

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 OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	HEALTH + WELLBEING	CITIZENSHIP RSE	RSE	HEALTH + WELLBEING	CITIZENSHIP	HEALTH + WELLBEING
Formal assessment						

AUTUMN 1	KEY STAGE 3
1	What does it mean to be a Jepster?
2	How can I manage change?
3	What do we mean by mental health?
4	How can we change the stigma to Mental Health?
5	What is body image?
6	How might the media influence the way I look?
7	
AUTUMN 2	
8	How multi cultural is Britain?
9	What is Race?
10	
11	What does a healthy friendship look like?
12	What is the impact of bullying?
13	Why is it important to be kind?
14	
SPRING 1	
15	How can I recognise positive and negative relationships?
16	How do I manage peer pressure?
17	How do I deal with conflict?
18	What is love?
19	What is consent?
20	
SPRING 2	
21	How can I be safe online?
22	How can I help someone with an allergic reaction?
23	How can I be safe around water, fire and rail?
24	How can I be safe around water, fire and rail?
25	How can I administer CPR?
25	How can I administer CPR?

SUMMER 1	
26	What makes a good leader?
27	How can I communicate more effectively?
28	What makes a community?
29	How are laws made?
30	What happens to my body during puberty?
31	How can I manage my personal hygiene?
32	What happens during menstruation?
SUMMER 2	
33	What is addiction?
34	How might cannabis affect us?
35	What does the law say about drugs?
36	What are the effects of alcohol?
37	What does county lines mean?
38	

\

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.

UNIT/ELEMENT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
	Health & Wellbeing	RSE	Citizenship RSE	RSE	Health & Wellbeing	
Formal assessment						
AUTUMN 1	KEY STAGE 4			Assessment/AQA Unit		
1	What does it mean to be a Jepster?			Mental Health Unit 1		
2	How do I manage change and pressure?					
3	How can I manage and recognise anxiety?					
4	What are Mental health disorders?					
5	What are Mental health disorders?					
6	Why do some men not talk?			Mental Health Unit 2		
7	Why do some men not talk?					
AUTUMN 2						
8	How can I cope with grief and loss?					
9	How can social media affect me?			Staying safe online Unit 1		
10	What do healthy relationships look like?					
11	What is the difference between a forced and an arranged marriage?					
12	What is sexual harassment and stalking?					
13	What is sexual harassment and stalking?					
14	What does the law say about sharing nudes?					
SPRING 1						
15	How does crime impact our communities?			Knife Crime Awareness Workshop 1		
16	How can I get help if I am worried about knife crime?					
17	How do vaccinations work?					
18	How do vaccinations work?					
19	How can I look after my teeth?			Science: Healthy lifestyles		

20	How much sleep should I be getting?	
SPRING 2		
21	What factors might affect my fertility?	
22	What is consent?	
23	What is consent?	
24	Why do people delay sex?	
25	Why do people delay sex?	
25	How can I end a relationship safely?	
SUMMER 1		
26	What is contraception and why is it used?	
27	What is contraception and why is it used?	
28	What are STI's?	
29	What are STI's?	
30		
SUMMER 2		
31	How can I stay healthy as I get older?	Biology Unit 5: Staying Healthy
32	What are the effects of alcohol?	
33		
34		
35		
36		

KEY STAGE 3 CAREERS
Vision: Our vision of Careers at JEP is to deliver high quality careers education and guidance to support a young person’s future employment prospects and life chances. The careers curriculum will help the young people prepare for the workplace and help them acquire self-development and career management skills.
Curriculum Intent statement: - Equip students with knowledge, skills, and attributes to manage current and future life challenges. - To support the young people’s aspirations
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): Careers at JEP is a vital part of the curriculum designed to prepare students for life beyond school and to support their aspirations. 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.

TOPICS & FORMAL ASSESSMENT OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	All about me	All about me	Skills for life	World Of Work	Exploring Careers and choices	Exploring Careers and choices
Formal assessment						

AUTUMN 1	KEY STAGE 3
1	What have you achieved?
2	Who influences me?
3	What is success to me?
4	What are your characteristics?
5	What life skills do I need?
6	This is me!
7	This is me!
AUTUMN 2	
8	What is work?
9	The world of work
10	How creative are you?
11	What are your beliefs?
12	Are school and work so different?
13	What do you want from work?
14	What do you want from work?
SPRING 1	
15	Looking at job families
16	Can anyone predict the future?
17	Being assertive
18	Are you sure that's true?
19	How do you make decisions?
20	
SPRING 2	
21	Budgeting
22	Budgeting
23	What is an apprenticeship?
24	What subjects lead to what careers?
25	What are our strengths?
25	What skills are important?

SUMMER 1	
26	Real apprenticeship stories
27	Real apprenticeship stories
28	What are the different careers available?
29	Could I be an entrepreneur?
30	Could I be an entrepreneur?

\

SUMMER 2	
31	Which famous people had apprenticeships?
32	What jobs can I get through an apprenticeship?
33	What makes a good career?
34	What could be my future career?
35	What could be my future career?

\

KEY STAGE 4 CAREERS						
Vision: Our vision of Careers at JEP is to deliver high-quality careers education and guidance to support a young person’s future employment prospects and life chances. The careers curriculum will help the young people prepare for the workplace and help them acquire self-development and career management skills.						
Curriculum Intent statement: Intent of Careers 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	Understanding employment	Communication and careers Employability and skills	Communication	Reflecting on my choices	Career planning	Real life careers
Formal assessment	N/A	N/A	N/A	N/A	N/A	N/A

AUTUMN 1	KEY STAGE 4
1	Exploring possibilities
2	What employers want
3	Work and lifestyle
4	World of work quiz
5	Legal limits
6	Rights at work
7	
AUTUMN 2	
8	Responsibilities at work
9	Developing your personal sales pitch
10	Developing your personal sales pitch
11	Application and CV skills
12	Managing your money
13	Managing your money
14	
SPRING 1	
15	Writing a brilliant CV
16	Write your CV
17	Write your CV
18	How to write an application form
19	Different qualifications and their equivalents.
20	

SPRING 2	
21	Where are your local colleges?
22	What courses do they offer?
23	Thinking ahead
24	Look ahead
25	Preparing for interviews
25	Preparing for interviews
SUMMER 1	
26	Project on our local labour market
27	Project on our local labour market
28	Project on our local labour market
29	PowerPoint presentation
30	

KEY STAGE 3 CURRICULUM OVERVIEW & JOURNEY						
Vision: (What your curriculum is designed to achieve over five years): To teach students basic/moderate cooking skills which increases confidence, independence and their understanding of food safety and nutrition.						
Curriculum Intent statement: • Build confidence in the kitchen • Understand nutrition and food groups • Learn to plan and prepare balanced meals • Develop independence and responsibility • Encourage creativity and cultural awareness in food. • Health and Hygiene.						
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): When teaching cooking skills, we aim to provide students with a connection to independence, health and culture, providing learners with independent living skills. Cooking equips the students with many life skills, such as resilience and adaptability, and allows them to be creative through experimentation with flavours. This allows students to make informed decisions about diet and wellbeing and take pride in their achievements. A connection to different cultures and way of cooking. Cooking basic meals from scratch. Baking skills. Knife skills. Nutrition. Seasonal cooking and commodities.						

TOPICS & FORMAL ASSESSMENT OVERVIEW						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS3	Cooking	Cooking	Cooking	Cooking	Cooking	Cooking

AUTUMN 1	KEY STAGE 3
1	Introduction to health and hygiene.
2	Correct use of knives and equipment.
3	World foods 1 - Pasta sauces & Rice and pasta dishes. (understanding origins heritage and traditions in food)
4	Choosing preparing and cooking a meal using spices and or marinades from another country.
5	Understanding food groups and balanced meals.
6	Family favourites.
7	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.
AUTUMN 2	
8	Soups, stews and family favourites.
9	Traditional baking methods.
10	World foods 2 (understanding origins heritage and traditions in food)
11	Traditional Holiday Favourites
12	British Classics
13	Choosing preparing and cooking a meal using spices and or marinades from another country.
14	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.
SPRING 1	
15	Frying, sauteing and stir-fries.
16	An introduction to food provenance (where your food comes from)
17	Cooling and storing food correctly.
18	World foods 3 (understanding origins heritage and traditions in food)
19	Choosing preparing and cooking a meal using spices and or marinades from another country.
20	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.
SPRING 2	
21	Introduction to one pot dishes
22	Prepare a balanced one pot dish e.g. (chilli, Curry etc)
23	World foods 4 (understanding origins heritage and traditions in food)
24	Choosing preparing and cooking a meal using spices and or marinades from another country.
25	Cooking simple meals independently.
25	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.

SUMMER 1	
26	Introduction to healthy eating
27	Prepare a simple two-part dish e.g. protein and side Veg/ Rice.
28	Plan and prepare a Summer dish showcasing authentic methods and flavours.
29	World foods 5 (understanding origins heritage and traditions in food)
30	Choosing preparing and cooking a meal using spices and or marinades from another country.
31	Cooking simple meals independently.
32	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.
SUMMER 2	
33	Introduction to summer platters & Tapas
34	Picnic\barbecue food.
35	Picnic\barbecue food.
36	Create a barbecue menu
37	Batch cooking BBQ
38	Student designed menu plan for end of term cultural celebration day competition. (The best dish of the day.

\

KEY STAGE 4 CURRICULUM OVERVIEW & JOURNEY

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

To equip all students with the essential knowledge, skills, and values they need to lead safe, healthy, fulfilling lives and to become resilient, responsible citizens in a rapidly changing world. Aim for students to handle more responsibility, think critically & start preparing for life beyond school.

Curriculum Intent statement:

Our Life Skills curriculum is designed to empower students with the knowledge, skills, and values they need to thrive in all aspects of life. We aim to develop well-rounded, emotionally intelligent, and socially responsible young people who are prepared for the opportunities and challenges of modern life. The curriculum provides a broad and balanced programme that prepares students for the next stage of their lives through the development of essential life competencies.

Intent of Life Skills for JEP Students:

- Develop independence, resilience and self-confidence.
- Build an understanding of personal safety, health and wellbeing.
- Gain practical skills for everyday living, including cooking, budgeting, sewing, DIY and employability.
- Develop financial literacy, including wages, tax, budgeting and managing money.
- Prepare for adulthood through real world education, independence skills and community engagement.
- Become informed citizens who understand their role within society and the wider world.

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

In Life Skills we aim to provide students with the rich, contextual understanding that brings the core curriculum to life. It goes beyond the “what” to explore the “why” and “how” of the world they live in works. By exploring different discussions, case studies, real-world examples, media, and stories, students are exposed to. They will learn not only how to stay safe, healthy, and respectful but also how society functions, how different people live, and why values like equality, justice, and resilience matter. Gain confidence & independence to live & survive in everyday life.

This ensures that students gain experiences they may not otherwise access, helping to develop aspirations, confidence and a sense of belonging within their community. By connecting learning to real-life contexts, we support our students to become capable, independent and socially responsible young adults who are prepared for life beyond school.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UNIT/ELEMENT	Home Management	Money Management	Home – DIY Skills	Problem Solving, Decision Making & Critical Thinking	Real World Problems	First Aid
Formal assessment						
AUTUMN 1	KEY STAGE 4			Assessment/AQA Unit		
1	Basic Chores (household)			AQA UNIT 1 / UNIT 2		
2	Basic Chores (Garden)			AQA UNIT 1 - GARDENING		
3	Independent Living (keeping a home)			AQA ENTRY LEVEL		
4	Laundry (Wash)			AQA UNIT 2 - WASHING		
5	Laundry (Put Away)			AQA UNIT 5 - IRONING		
6	Shopping			AQA UNIT 1 / UNIT 2 - SHOPPING		
7	Shopping			AQA UNIT 3 - SHOPPING		
AUTUMN 2						
8	Needs vs Wants			AQA ENTRY LEVEL		
9	Expenses & Budgeting			AQA UNIT 1		
10	Spending & Buying (Job)			AQA LEVEL 1		
11	Spending & Buying (Flat)			AQA ENTRY LEVEL		
12	Spending & Buying (Car)			AQA ENTRY LEVEL		
13	Where money comes from			AQA UNIT 1 – ENTRY LEVEL		
14	Where money comes from			AQA UNIT 1 – LEVEL 1		
SPRING 1						
15	Basic DIY			AQA ENTRY LEVEL		

16	Basic DIY	AQA ENTRY LEVEL
17	Basic Electricals	AQA ENTRY LEVEL
18	Basic Maintenance (House)	AQA ENTRY LEVEL
19	Basic Maintenance (Car)	AQA UNIT 1 – ENTRY LEVEL
20	Basic Maintenance (Bike)	AQA ENTRY LEVEL
SPRING 2		
21	Real World Problems (PS)	AQA LEVEL 1 & 2
22	Real World Problems (PS)	AQA LEVEL 3
23	Good Decision Making (DM)	AQA ENTRY LEVEL
24	Decision Making Strategies (DM)	AQA ENTRY LEVEL
25	Decision Making Pros & Cons (DM)	AQA ENTRY LEVEL
25	Is It Important? / Is It An Emergency? (CTH)	AQA ENTRY LEVEL
SUMMER 1		
26	Booking An Appointment	AQA ENTRY LEVEL
27	Filling Out Forms	AQA LEVEL 1
28	Basic Rights & Responsibilities	AQA ENTRY LEVEL
29	Social & Pet Care	AQA ENTRY LEVEL
30	Applying for a Job	AQA LEVEL 1
SUMMER 2		
31	Basic First Aid	AQA UNIT 1
32	Preventing Blood Loss	AQA UNIT 2
33	Choking	AQA LEVEL 2
34	Treating Burns	AQA UNIT 2
35	Sudden Cardiac Arrest (FA)	FA
36	Concussion Guidelines (FA)	FA