

# Temple Learning Academy - Curriculum Map 2022-2023

Curriculum Leader	Programme Leader	Line Manager
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## Temple Learning Academy – Curriculum Vision

The Personal Development curriculum at TLA aims to take ALL children, no matter what their starting point is, and turn them into responsible and respectful young people who make positive contributions to society.

The TLA graduate makes well informed choices about decisions that affect their life and that of others, in and beyond school.

Our students are the best versions of themselves and are motivated to desire success in all aspects of life.

## Personal Development Curriculum Vision

By the end of their time at Temple Learning Academy, a student in Personal Development will be:

- Work Ready – they will have received advice and guidance to enable them to have chosen their post 16 destination. They will have the relevant knowledge and skills to enter the world of work successfully.
- Health Ready – they will be aware of the importance of having a healthy lifestyle with embedded knowledge that will enable them to maintain this. They will have studied and learned about Personal, Social, Health and Economic topics that directly impact themselves and others, including Relationships and Sex Education.
- Society Ready – they will be an effective member of society who can contribute fully in their community and beyond. They will be spiritually, morally, socially and culturally aware with a clear understanding of British Values and Citizenship.

The curriculum has been sequenced using the following rationale:

- Topics come under one of three strands (Health, Society and Work) which are studied for one term each over the academic year. This allows pupils to revisit and consolidate different topics and gives flexibility to spend more time on certain areas where this is needed. The strands also run through the curriculum which allows for cross curricula consolidation.
- The whole school aligns with the Mindmate curriculum and develops the following topics over each half term (Aut1 Feeling good and being me, Aut2 Friends and family, Sp1 Life Changes, Sp2 Strong Emotions, Sum1 Being the same and different, Sum2 Solving Problems)
- The focus for each year group is based on age-appropriate content as well as knowledge of the children. The statutory requirements for each age group are built into the curriculum sequence.
- The curriculum is sequenced from Reception to Year 11 with content building on previous relevant learning to allow for continued development.

At Temple Learning Academy, we believe that Personal Development should be championed throughout the curriculum. We will support students in ambitious Personal Development by:

- Offering 'real' experiences that allow pupils to complete projects to consolidate the concepts.
- Ensuring all curriculum areas support personal development by including relevant opportunities within the subject area.
- Cultural capital is developed through visits and experiences.
- Planning regular enrichment activities such as a comprehensive programme of after school clubs.

In order to support students in reaching their full potential, Temple Learning Academy will foster the highest possible aspirations for our students. Specifically, the Personal Development curriculum will make links to the world of work in support of our careers advice and guidance that all students receive. These will include:

- Early introduction to a Careers Advisor (e.g – Y2 – Jobs people do, Y5 – What jobs would we like?).
- Having encounters with employees and employers (secondary). Lessons around employment.
- Learning about the career and labour market.
- Understanding how their curriculum links to potential careers.
- Opportunities to experience workplaces (secondary).
- Having encounters with further and higher education providers (secondary).
- Addressing the specific needs of each pupil.

<b>Harmful Sexual Behaviours (Primary)</b>	<b>Additional Stand- alone lessons to be taught (reactive to needs from 2021/22)</b>
<ul style="list-style-type: none"><li>- Asking/giving permission</li><li>- What makes a good friend?</li><li>- Boundaries/privacy</li><li>- Body Parts that are private</li></ul>	<ul style="list-style-type: none"><li>- Online sharing/tagging – Y5/6 Autumn</li><li>- NSPCC Pants Lesson – whole school Spring</li><li>- County Lines – Y5/6 PC Roebuck - Summer</li></ul>

## Curriculum at a glance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		(Anti Bullying Week 11 <sup>th</sup> Nov) (Student Parliament)	(Safer Internet Day 6 <sup>th</sup> Feb)			
Reception	<b>Managing Self, building relationships, self-regulation</b> <span>(More detail in separate Reception plan)</span>					
<b>Mind Mate Focus</b>	<b>Feeling Good and being Me</b>	<b>Friends and Family</b>	<b>Life Changes</b>	<b>Strong Emotions</b>	<b>Being the Same and being Different</b>	<b>Solving Problems (and making it better)</b>
Year 1	Health Ready  What helps us stay healthy?	Society Ready  Who is special to us?	Work Ready  What can we do with money?	Health Ready  Who helps to keep us safe?	Society Ready  What is the same and different about us?	Work Ready  How can we look after each other and the world?
Year 2	Health Ready  How do we recognise our feelings?	Society Ready  What makes a good friend?	Health Ready  What helps us grow and stay healthy?	Society Ready  What is bullying?	Work Ready  What jobs do people do?	Health Ready  What helps us to stay safe?
Year 3	Health Ready Why should we eat well and look after our teeth?	Society Ready What are families like?	Society Ready How can we be a good friend?	Health Ready What keeps us safe?	Work Ready What makes a community?	Health Ready Why should we keep active and sleep well?
Year 4	Work Ready  What strengths, skills and interests do we have?	Society Ready  How do we treat each other with respect?	Health Ready  How will we grow and change?	Society Ready  How can we manage our feelings?	Work Ready  How can our choices make a difference to others and the environment?	Health Ready  How can we manage risk in different places?

Year 5	<p>Society Ready</p> <p>What makes up our identity? Images/Stereotypes</p>	<p>Health Ready</p> <p>How can friends communicate safely?</p>	<p>Health Ready</p> <p>What are healthy and unhealthy habits? (Drug, alcohol and tobacco education)</p>	<p>Health Ready</p> <p>How can we help in an accident or emergency? How can drugs common to everyday life affect health?</p>	<p>Work Ready</p> <p>What jobs would we like?</p> <p>Refugees (Refugee week June Project)</p>	<p>Work Ready</p> <p>What decisions can people make with money? Marketing Project</p>
Year 6	<p>Health Ready</p> <p>How can we make healthy choices as we grow? (Healthy choices)</p> <p>Local Community/ Contributing to Society-foodbank</p>	<p>Society Ready</p> <p>How do relationships change as we grow?</p> <p>Government/ Parliament -student parliament</p>	<p>Work Ready</p> <p>How can the media influence people (How online experiences can affect wellbeing)</p>	<p>Health Ready</p> <p>How can we look after our mental health as we grow?</p>	<p>Work Ready</p> <p>How can the media influence people? (content)</p>	<p>Society Ready</p> <p>What will change as we become more independent?</p> <p>RSE</p> <p>Transition</p>
<b>Additional Curriculum Enrichment</b>	<p>Bikeability Y6</p> <p>Careers Fair Y5/6</p> <p>NSPCC workshops – Speak Out Stay Safe Y2,5,6</p>	<p>Anti-bullying Lessons –all years</p>	<p>Internet Safety Lessons – all years</p>			

Note: Education for a connected world headings will run throughout each topic area with a particular focus in Summer 2 (Self Image and Identity, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Health, wellbeing and Lifestyle, Privacy and Security, Copyright and Ownership)

Education for a Connected World - GOV.UK ([www.gov.uk](http://www.gov.uk))

Year Group	National Curriculum	How does the TLA Curriculum for Personal Development meet and exceed the National Curriculum?
Reception	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS framework - March 2021.pdf</a>	<a href="https://rklt-my.sharepoint.com/:w:/r/personal/sullyh_tla_rklt_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7BE4F5CC64-FFDD-44E0-9108-9A3370C59F11%7D&amp;file=Graduate%20table%20whole%20school.docx&amp;action=default&amp;mobileredirect=true">https://rklt-my.sharepoint.com/:w:/r/personal/sullyh_tla_rklt_co_uk/_layouts/15/Doc.aspx?sourcedoc=%7BE4F5CC64-FFDD-44E0-9108-9A3370C59F11%7D&amp;file=Graduate%20table%20whole%20school.docx&amp;action=default&amp;mobileredirect=true</a>  1 discreet hour per week plus additional drop down days.
Year 1	<b>Computing</b>	
Year 2	<ul style="list-style-type: none"><li>- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li></ul>	
Year 3	<b>Computing</b>	
Year 4	<ul style="list-style-type: none"><li>- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li></ul>	
Year 5		
Year 6		

	<p>SRE <a href="https://publishing.service.gov.uk">Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)</a></p> <p>End of Primary:</p> <p>Relationships Education Families and people who care for me, Caring Friendships, Respectful Relationships, Online Relationships, Being Safe, Physical Health and Mental Wellbeing: Mental wellbeing, Internet Safety and harms, Physical Health and Fitness, Healthy Eating, Drugs, Alcohol and Tobacco, Health and Prevention, Basic First Aid, Changing adolescent body</p>	
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