Holy Cross
CATHOLIC HIGH SCHOOL

Alternative Curriculum: AQA Unit Award Scheme

Post-16

	Enrichment and Personal Development	Links to Careers in Alternative Curriculum	Catholicity in the Curriculum
Year 10	• Healthy eating: Understand how to maintain healthy eating through a balanced diet and examine the risks of a poor diet. • Families: Discuss that there are different family dynamics and relationships and how these relationships can change over time. • Relationships: Impact the value of other people in their lives. Understand how stereotypes based around gender and sexual orientation can cause damage.	• Recognising and keeping safe online unit has links to many careers regarding online safety including cybersecurity analyst, IT technician, digital marketer, social media manager, police officer and fraud investigator. • Basic first-aid level 1 unit has links to many careers sin the health and social care including paramedic, nurse, doctor, healthcare assistant, sports coach, PE teacher, lifeguard, firefighter and childcare worker. • Cooking healthy meals on a budget unit has links to the following careers: chef, catering manager, nutritionist, dietitian, food technologist, restaurant manager and fast-food worker. • Film review and media project unit has links to the following careers: film critic, journalist, filmmaker, photographer, TV/film producer, editor, content creator and social media manager.	• Human Dignity: recognising the value of every person and responding to others with care and compassion. • The Common Good: contributing positively to the local community through service and action. • Solidarity: supporting others through first aid, teamwork and community engagement. • Stewardship: making responsible choices about resources, finances, health and wellbeing. • Dignity of Work: developing skills, responsibility and independence in preparation for adult life.
Year 11	• Mental Wellbeing: Understand ways to overcome anxiety and participate in activities to manage stress. • Physical health and fitness: Taking part in physical activity and identifying the social and emotional benefits. • Learning skills: Employability skills. • Choice and Pathways: Evaluate their own personal strengths and areas for development. Identify the need to challenge stereotypes in relation to career pathways. • Employment rights: Risk and responsibilities of employment including health and safety.	• Managing money: basic budgeting unit has links to careers in finance including jobs such as accountant, financial adviser, payroll administrator, business owner and financial adviser. • Relationship boundaries unit has links to careers such as social worker, counsellor, psychologist, youth worker, police officer, childcare practitioner and support worker. • Fitness and healthy lifestyles unit has links to careers such as personal trainer, sports coach, PE teacher, physiotherapist, sports therapist, gym instructor and occupational therapist. • Basic drug awareness and the law unit has links to the following careers: police officer, solicitor, probation worker, drug and alcohol support worker, pharmacist, nurse, youth worker, social worker and customs officer.	• Human Dignity: recognising the inherent worth of every person and promoting respectful relationships. • Dignity of Work: preparing for meaningful employment and active participation in society. • Vocation: reflecting on individual gifts, talents and future aspirations. • The Common Good: making informed decisions that positively affect individuals and communities. • Solidarity: supporting others, showing compassion and recognising shared responsibilities. • Stewardship: making responsible choices about health, finances and personal wellbeing.

Key areas of focus in this unit of work

Subject specific knowledge

Assessment (including both formative and summative)

Interdisciplinary Learning

Progression of learning

Key Stage 2/3 Transferrable Skills

- Communication and listening skills
- Teamwork and collaboration
- Problem solving and decision making
- Independence and personal responsibility
- Planning and organisation skills

AQA Unit Award Scheme
Year 10 Curriculum Plan

Holy Cross CATHOLIC HIGH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognising and Keeping Safe Online	**Basic First Aid Level 1**	**Cooking Healthy Meals on a Budget**	**Running a community event**	**Film review and media project**	**Living independently**
• Understand what e-safety, cyberbullying and digital footprint mean • Identify risks and issues associated with being online, including cyberbullying and digital footprints • Recognise different ways cyberbullying can happen online • Know how to protect yourself online, including at least three practical safety measures • Know where to report problems and find help and support with e-safety and cyberbullying issues	• Understand the purpose of first aid, when it should be given, and barriers that may prevent someone from helping • Know where first aid equipment is in school, and identify items found in a first aid box • Understand the role of emergency services and know when and how to contact them • Identify common first aid situations and demonstrate appropriate responses, including DRABC, calling emergency services and the recovery position • Understand mental and physical wellbeing, recognise signs that someone may need support, and demonstrate clear communication, care and confidence when responding to first aid and wellbeing scenario	• Plan a healthy meal on a budget, using a mood board to explore meal choices and interests • Create a shopping list and calculate the cost of ingredients required for a specific meal • Plan the steps needed to cook and prepare a healthy meal independently • Prepare and cook the meal safely, following good personal and kitchen hygiene practices • Record the cooking process using photographs of the main stages • Analyse and evaluate the meal, including its nutritional content, cost and overall success	• Identify a community need including the people who could benefit from a project or community event • Research a range of community needs to help design an appropriate event or project • Plan as a team, agreeing roles, responsibilities, and ways to invite the community to participate • Deliver the event/project, including inviting attendees, preparing resources, and managing/hosting the activity • Evaluate the project's success by reviewing feedback and reflecting on its impact	• Watch and engage with at least three short films, developing skills in active viewing, concentration and identifying key themes, characters and messages • Participate in a discussion about an aspect of one film, developing confidence in expressing ideas and opinions • Support their opinions with at least two relevant examples from a film, developing critical thinking and analysis • Give an informed personal response to one of the films, explaining their thoughts and feelings while considering the film's themes, effectiveness and impact on the audience. • Write a structured film review, developing written communication, evaluation and critical analysis skills	• Build household cleaning skills by using a vacuum cleaner safely and effectively, washing pots and utensils by hand, and loading a dishwasher correctly. • Practise laundry skills by sorting clothes into appropriate loads, using a washing machine and tumble dryer safely, and folding clean clothes correctly. • Gain confidence in ironing by safely setting up an ironing area and ironing clothing using the appropriate heat settings. • Improve shopping and budgeting skills by creating a shopping list for a three-course meal, then visiting a shop to purchase the required ingredients. • Build independence in cooking and food preparation by following simple recipes to prepare a three-course meal
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Computing: Online safety, cyberbullying and digital footprints. Citizenship: Rights, responsibilities and staying safe online. English: Evaluating online information and communication. RE: Respect, dignity and responsible behaviour online.	Science: The human body, health and wellbeing. PE: Injury prevention and responding to emergencies/anatomy. RE: Compassion, service and caring for others.	Maths: Budgeting, measuring and calculating costs. Science: Nutrition, healthy eating and food groups. RE: Stewardship and caring for our health Food and Nutritio: basic knife skills, budgeting and nutritional value.	Citizenship: Active citizenship and community participation. English: Communication, presentation and planning skills. RE: Service, solidarity and the common good.	English: Analysis, evaluation and written communication. Computing – Media and digital content. RE: Exploring values, themes and moral message History: trusting sources of information. Drama: Evaluation of performance.	Maths: Budgeting and financial planning. Food Technology: Meal preparation and nutrition. RE: Stewardship, responsibility and independence.
• Year 11 Job Application and Interview Skills: Developing safe and professional online communication. • Year 11 Relationship Boundaries: Understanding online interactions, consent and digital safety. • Post-16: Applying digital literacy and online safety in education, employment and everyday life.	• Year 11 Fitness and Healthy Lifestyles: Developing understanding of health and wellbeing. • Post-16: Applying first aid skills in the workplace and wider community.	• Year 11 Managing Money, Basic Budgeting: Developing financial decision-making • Living Independently: Applying budgeting and food preparation skills. • Post-16: Preparing for independent living.	• Year 11 Job Application and Interview Skills: Developing communication and leadership skills. • Year 11 Investigating Post-16 Options: Building confidence and future planning. • Post-16: Participation in community, volunteering and employment opportunities.	Year 11 Job Application and Interview Skills: Developing communication and presentation skills. Post-16: Supporting media literacy and critical thinking skills.	Year 11 Managing Money, Basic Budgeting: Building financial independence. Year 11 Investigating Post-16 Options; Preparing for adulthood and future pathways. Post-16: Independent living, employment and further education.

AQA Unit Award Scheme
Year 11 Curriculum Plan

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Job application and Interview Skills	**Managing Money: Basic Budgeting**	**Investigating Post 16 options**	**Relationship Boundaries**	**Fitness and Healthy Lifestyles**	**Basic Drug Awareness and the Law**
• Explore job opportunities by identifying three publications or sources where jobs are advertised and selecting a suitable job to apply for • Practise applying for a job by writing a letter requesting an application form or creating a CV • Prepare for interviews by considering appropriate answers to at least two common interview questions and developing confidence in communicating effectively • Build awareness of professional presentation by identifying suitable clothing, behaviour and appearance for attending an interview • Practise interview skills through a simulated interview, answering questions appropriately while demonstrating positive body language, listening skills and professional behaviour	• Build money-management skills by identifying personal spending behaviours, recognising income/ expenses and managing financial commitments • Understand needs, wants and personal choices by distinguishing between essential and non-essential spending • Improve financial awareness by understanding the importance of keeping financial records, tracking spending and using a simple budget planner • Explore banking and financial safety by identifying different types of bank accounts including information that can be found on a bank card • Develop informed shopping habits by comparing prices between shops, recognising personal shopping preferences, and considering how choices can affect overall spending	• Explore post-16 education options by understanding the main rules and requirements for continuing to further education • Compare different qualifications including A-Levels, BTECs, T-Levels, vocational courses and professional qualifications, recognising their key differences and purposes • Research education providers and courses by exploring at least three colleges/sixth forms and identifying three courses that match their interests • Investigate course requirements and content by finding out the entry requirements, main topics covered and duration of each chosen course • Plan for the future by exploring the jobs and further study opportunities linked to each course and discussing their post-16 options with a trusted adult	• Understand relationships and expectations by exploring how views of relationships are shaped by family, friends, culture, experiences and wider society • Understand consent and personal boundaries by recognising what consent means, why it must always be respected, and how consent can be withdrawn at any time • Develop media awareness by exploring how media and online content can create unrealistic expectations of relationships, including the risks and pressures around sharing sexual images • Understand identity and inclusion by recognising the differences between sexual orientation, biological sex and gender, and developing respectful attitudes towards others • Build supportive and protective strategies by learning how to support someone who comes out and how to respond safely and confidently to pressure to send or share nude images	• Prepare for gym sessions independently by bringing appropriate clothing and equipment, completing a suitable warm-up before exercising • Build confidence using gym equipment by following an exercise programme and using at least five pieces of equipment safely during each session • Understand gym safety and etiquette by following safety procedures, being aware of other users, and cleaning and leaving equipment ready for others • Improve knowledge of fitness and exercise by understanding how different equipment targets different areas of the body and identifying the health benefits of regular exercise • Build commitment and healthy habits by consistently following an exercise programme over a five-week period	• Build knowledge of drugs and their effects by identifying different types of drugs, including stimulants, depressants and hallucinogens, and understanding their potential effects • Explore reasons and attitudes towards drug use by considering why people may take drugs and reflecting on their own attitudes towards risk-taking • Understand the wider impact of risk-taking by exploring different social attitudes towards drug use and risky behaviour • Develop awareness of the law by learning about the main offences under the Misuse of Drugs Act and understanding recent changes relating to cannabis • Understand personal rights and responsibilities by learning about the rights of young people in relation to stop and search legislation and how to respond appropriately
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English: Professional communication and writing. Careers: Employability and career planning. Citizenship: Rights and responsibilities in employment.	Maths: Budgeting, percentage calculations and personal finance. Citizenship: Financial responsibility and consumer awareness. RE: Stewardship and responsible decision-making. Science: Calculations of speed.	Careers: Pathways, qualifications and future opportunities. English: Research and communication skills. Citizenshi: Participation and personal responsibility. Science: Careers in Science	RE: Human dignity, respect and relationships. Science: Human development and wellbeing. English: relationships in set texts.	PE: Exercise and fitness. Science: Health, fitness and body systems. RE: Made in Gods image.	Science: Effects of substances on the body. Citizenship: Laws, rights and responsibilities. RE: Moral decision-making and respect for life. PE: Performance enhancing.
Post-16 Education, Employment and Training. Apprenticeships and workplace interviews. Independent career and employment planning.	Post-16 financial independence. Managing wages, bills and living costs. Making informed financial decisions in adulthood.	Applications to college, sixth form and apprenticeships. Career planning and goal setting. Transition to adulthood and employment.	Post-16 healthy relationships and workplace relationships. Developing respectful communication and personal responsibility.	Healthy lifelong habits. Independent fitness and wellbeing management. Preparing for the physical demands of work and adult life.	Post-16 personal safety and risk management. Understanding legal responsibilities as an adult. Making informed and responsible lifestyle choices.