

***** CURRICULUM PLAN ASDAN



ASDAN is a Flexible, multi-level programme that is internally moderated by staff within the school. This allows for a formative approach towards assessment to take place allowing Learners to show their progression throughout the course, whilst promoting pupils to adopt a reflective approach towards their school work, and increasing emotional resilience.

Personal development (ASDAN Citizenship)

The ASDAN PSHE Short Course accredits up to 60 hours of Citizenship activity. It has been updated to take into account changes to the National Curriculum and Programme of Study requirements for Citizenship at Key Stages 3 and 4.

What’s involved? Participants work through their chosen Short Course, completing challenges and collecting a portfolio of evidence to show what they have done. This is then internally moderated and certificates for successful candidates can be requested online.

Progression Short Courses can be used to achieve nationally approved and regulated qualifications from ASDAN:

- Certificate of Personal Effectiveness (CoPE)
- Award of Personal Effectiveness (AoPE)
- Wider Key Skill qualifications.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GROUP 1/2 Scheme of Work	Module 1 Keeping Healthy	Social Relationships	Values and Relationships	Intimate relationships	Rights & Responsibilities Careers & Work	Wellbeing in your community.
Example of Tasks	<ul style="list-style-type: none"> • Fitness testing (Bleep test, Illinois agility test). • Drugs in sport and society. • Collaborative learning task, to 	<ul style="list-style-type: none"> • A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships 	<ul style="list-style-type: none"> • explore how values shape our behaviour, and recognise our rights & responsibilities • consider the good things 	<ul style="list-style-type: none"> • explore how values shape our behaviour, and recognise our rights & responsibilities • consider the good things 	<ul style="list-style-type: none"> • focusing on careers and future options • investigate and explore skills that are required in the world of work 	<ul style="list-style-type: none"> • Create a happiness timeline that identifies times of conflict and happiness. This can be done using power point,

	<p>produce wall charts. These charts will inform the reader of the dangers of drugs.</p> <ul style="list-style-type: none"> • Internet searches to provide advice and support for young people facing alcohol and drugs addiction. 	<p>with other pupils in their groups. Whilst working towards the ASDAN qualification.</p> <ul style="list-style-type: none"> • A historical overview of communication. • Look into the different ways that people communicate (Pictograms, Ideograms, alphabet, writing, and internet. • E-safety, A case study into the dangers of the internet, and how to stay safe whilst browsing the web. 	<p>about relationships, what can be difficult about relationships</p> <ul style="list-style-type: none"> • understand the importance of communication in a relationship • explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship • varied learning activities where they can explore the feelings that may accompany puberty • Understand how our emotions at this time are affected by others. 	<p>about relationships, what can be difficult about relationships</p> <ul style="list-style-type: none"> • understand the importance of communication in a relationship • explore the difference between assertive, aggressive and passive behaviour and how our behaviour can affect a relationship • varied learning activities where they can explore the feelings that may accompany puberty <p>Understand how our emotions at this time are affected by others</p>	<ul style="list-style-type: none"> • think about what to look for in job adverts and what to focus on for certain careers <p>investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.`</p>	<p>written text, or the use of image.</p> <ul style="list-style-type: none"> • For each entry on the timeline, provide a coping strategy that was used to deal with the situation. <p>Make a scrap of news stories about bullying and discrimination. Highlighting how bullying and discrimination affects those who are exposed.</p>
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GROUP 3/4 Scheme of Work	Module 1 Keeping Healthy	Social Relationships	Well Being	Careers and your future.	Becoming a parent	Economic responsibility
Example of Tasks	<p>M1 A7</p> <ul style="list-style-type: none"> Critically examine and improve one recent health promotion campaign. For example quite smoking, quit drinking alcohol or eating your 5 a day. Produce a poster, PowerPoint or story board to show your findings. 	<p>M2 A4</p> <p>Write a story or create a storyboard on your own/someone else's experience that involves conflict.</p> <ul style="list-style-type: none"> Bullying. Loss of family member. Overcoming a challenge (illness, education). 	<p>M4 A5</p> <p>Make a scrapbook of news stories about bullying and discrimination.</p> <p>Show it affects the people who suffer from it.</p> <p>Suggest Ways to prevent it</p>	<p>M3 A1</p> <p>Use diagrams to show your ideas about the choices you might make in the future ie Apprenticeship, college, employment, part time work</p>	<p>M6 A1</p> <p>Discuss the role of becoming a parent.</p> <p>What you would enjoy about being a parent.</p> <p>The responsibility, and difficulties of becoming a parent.</p> <p>Create a poster, PowerPoint, to show your findings.</p>	<p>M7 A1</p> <p>Use websites or any media source to research earnings and income.</p> <p>Eg</p> <ul style="list-style-type: none"> Gross pay Net pay Pro rota National insurance Income tax.

Key stage 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GROUP 5/6/7 Scheme of Work	Module 1 Keeping Healthy	Social Relationships	Well Being	Careers & Work	Intimate relationships	Becoming a parent Economic responsibility
Example of Tasks	<p>M1 B3</p> <p>Investigate four most common types of sexually transmitted infections (STI) are among young people in your country.</p> <p>Choose one and investigate the following;</p> <ul style="list-style-type: none"> • How transmitted • Symptoms • Treatment • Prevention 	<p>M2 A1</p> <p>Create a poster or illustration that shows a variety of identities in your school (e.g male, female, disabled, religion, race).</p> <p>Use a story from media sources about prejudice or discrimination.</p> <p>And a story about success from one of your identified identities.</p>	<p>M4 A3</p> <p>Choose two important relationships in your life at the moment. Think about how these relationships may change, and how your responsibilities will also change.</p> <p>Discuss your findings as a group.</p>	<p>M3 B6</p> <p>Take part in an activity that will develop your soft skills, such as team work or problem solving.</p> <p>Provide an evaluation of how this helped develop your skills.</p>	<p>M5 B6</p> <p>Follow a TV programme aimed at young people over a period of time. Examine the age and gender of the characters and the intimate issues they face.</p> <p>Make notes during the footage and present your findings as group.</p>	<p>M6 A6</p> <p>Find out about adoption and fostering, include:</p> <ul style="list-style-type: none"> • The differences between these ways of caring for children. • The needs of these children. <p>Create a fact sheet to show your findings.</p>

