**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 | Rights & Responsibilities  Careers & Work | Intimate relationships | Wellbeing in your community. |
| **Example of Tasks** | * Fitness testing (Bleep test, Illinois agility test). * Drugs in sport and society. * Collaborative learning task, to produce wall charts. These charts will inform the reader of the dangers of drugs. * Internet searches to provide advice and support for young people facing alcohol and drugs addiction. | * A group task which involves pupils to partake in an interactive quiz. This allows pupils to forge relationships with other pupils in their groups. Whilst working towards the ASDAN qualification. * 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. | * explore how values shape our behaviour, and recognise our rights & responsibilities * consider the good things about relationships, what can be difficult about relationships * 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. | * focusing on careers and future options * investigate and explore skills that are required in the world of work * think about what to look for in job adverts and what to focus on for certain careers   investigation- students will have a better understanding of what expectations are placed upon adults and young people in the world of work.` | * explore how values shape our behaviour, and recognise our rights & responsibilities * consider the good things about relationships, what can be difficult about relationships * 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 | * Create a happiness timeline that identifies times of conflict and happiness. This can be done using power point, written text, or the use of image. * For each entry on the timeline, provide a coping strategy that was used to deal with the situation.   Make a scrap of news stories about bullying and discrimination. Highlighting how bullying and discrimination affects those who are exposed. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **GROUP 3/4**  **Scheme of Work** | Module 1 Keeping Healthy | Social Relationships | Careers and your future. | Well Being | Becoming a parent | Economic responsibility |
| **Example of Tasks** | M1 A7   * 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. | M2 A4  Write a story or create a storyboard on your own/someone else’s experience that involves conflict.   * Bullying. * Loss of family member. * Overcoming a challenge (illness, education). | M3 A1  Use diagrams to show your ideas about the choices you might make in the future ie Apprenticeship, college, employment, part time work. | M4 A5  Make a scrapbook of news stories about bullying and discrimination.  Shoe it affects the people who suffer from it.  Suggest Ways to prevent it. | M6 A1  Discuss the role of becoming a parent.  What you would enjoy aboiut being a parent.  The responsibility, and difficulties of becoming a parent.  Create a poster, PowerPoint, to show your findings. | M7 A1  Use websites or any media source to research earnings and income.  Eg   * 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 | Careers & Work | Well Being | Intimate relationships | Wellbeing in your community. |
| **Example of Tasks** | M1 B3  Investigate four most common types of sexually transmitted infsctions (STI) are among younf people in your country.  Choose one and investigate the following;   * How transmitted * Symptoms * Treatment * Prevention | M2 A1  Create a poster or illustration that shows a variety of identifies in your school (e.g male, female, disabled, religion, race).  Use a story from media sources about prejudice or discrimination.  And a story about success form one of your identified identifies. | M3 B6  Take part in an activity that will develop your soft skills, such as team work or problem solving.  Provide an evaluation of how this helped develop your skills. | M4 A3  Choose two important relationships in your life at the moment. Think about how these relationships may change, and how your responsibilities will also change.  Discuss your findings as a group. | M5 B6  Follow a TV programme aimed at young people over a period of time. Examine the age and gender of the charcters and the intimate issues they face.  Make notes during the footage and present your findings as group. | M6 A6  Find out about adoption and fostering, include:   * The differences between these ways of caring for children. * The needs of these children.   Create a fact sheet to show your findings. |