

**Brighter Futures Enrichment Curriculum Planner 2023/24 for Year 2 Students**

Intent	Implementation	Impact
<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Have access to a broad and balanced curriculum that combines both knowledge-based teaching with skills-based learning.</li> <li>• Will make good to outstanding progress against personal milestones.</li> <li>• Have a sense of pride in their learning and achievements.</li> <li>• Develop skills in order to retain information meaning that knowledge is generative and has a positive impact on their long-term memory.</li> <li>• Develop knowledge that is connected with the following core topic areas:               <ol style="list-style-type: none"> <li>1. Safeguarding</li> <li>2. Prevent</li> <li>3. British Values</li> <li>4. Mental Health</li> <li>5. Employability and placement</li> <li>6. Resilience</li> <li>7. Equality &amp; Diversity</li> <li>8. Community</li> <li>9. English Skills</li> <li>10. Maths Skills</li> <li>11. Digital Skills</li> <li>12. Study Skills</li> </ol> </li> <li>• Develop a deep understanding of the core topic areas delivered as part of the Enrichment curriculum and partaking in projects which will develop skills/behaviour and knowledge, for life beyond the Study Programme.</li> </ul>	<p><b>Tutors will ensure:</b></p> <ul style="list-style-type: none"> <li>• Enrichment sessions will be taught and project workshops managed on a weekly basis, tutors will plan to support students' progress towards their individual milestones.</li> <li>• Enrichment sessions will be delivered to follow a responsive approach of safe, connected, regulated learning.</li> <li>• Students will work independently and also in partnership with peers to ensure the best outcomes, retention of knowledge and progress.</li> <li>• Tutors will have good subject knowledge and pedagogy.</li> <li>• Tutors will ensure there is a nurturing, safe environment to support learning and development.</li> <li>• Students will be aware of their own targets and are helped to understand how to progress with these.</li> <li>• Students will be supported to develop strategies to remain engaged and regulated to access learning and make good to outstanding progress.</li> <li>• Students will be supported to work in teams in agreeing project, setting targets and managing these through to completion.</li> <li>• Tutors will check understanding and correct misconceptions</li> <li>• A variety of teaching and support approaches will be used building on developing a variety of experiences and skills for students.</li> <li>• Tasks will be designed sequentially to support students to develop their knowledge, skills and behaviour and also towards their progression pathway.</li> </ul>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• Understand the digital skills world and framework.</li> <li>• Develop confidence, resilience and self-worth leading to improved mental and physical well-being.</li> <li>• Know how to stay safe and effectively apply a fundamental understanding of their own and their peer's wellbeing.</li> <li>• Apply an effective understanding of Safeguarding, Prevent and Mental Health and implement an awareness though delivering peer on peer development sessions. Thus developing communication, leadership and peer working skills.</li> <li>• Understand the importance of working within the community through applying British Values along with Diversity and working as a team to implement a project plan through to completion on charity fundraising.</li> <li>• Have a good understanding of the vocational industry and work towards achieving a progression route that will support long term career objectives. Including developing understanding and skills on using available platforms such as Unifrog.</li> <li>• Receive support and apply to UCAS for progression options.</li> <li>• Acquire new knowledge and skills, building upon existing skills/starting points. Gather evidence of these and produce a video CV to showcase these.</li> <li>• Improve all forms of communication in a language rich environment</li> <li>• Have a sense of pride in learning and personal development</li> <li>• Make excellent progress measured through the achievement of milestones, impact, achievement and progression data.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop a greater awareness of their local community and make a positive contribution to society.</li> <li>• Be fully supported and guided through the process of planning their futures. Including looking at progression opportunities and support with UCAS applications – enabling them with the skills and knowledge of progression pathways and how to achieve and access these.</li> </ul>		
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Month	Week 1	Week 2	Week 3	Week 4	Week 5
<p>September</p> <p><b>Project 1 – Innovation</b></p> <p><u>Topic Coverage</u> Study Skills Mental Health Safeguarding Digital Skills English</p>	<p><b>Year 2 Returning Students</b></p> <p>Reminder of the following topics through issuing the Summary overview information sheet of key themes Safeguarding, Prevent, BV, ED, HS as part of the induction process.</p> <p>Begin Project 1</p> <p>New Year 2 Students must complete the full Induction and work towards the Year 1 Curriculum Plan.</p> <p>Year 2 Students to research and develop delivery resources and sessions to be presented to year 1 students over the period of 4 weeks, sessions to last a30 minutes maximum.</p>	<p><b>Project 1 – Peer on Peer - Innovation</b></p>	<p><b>Project 1 – Peer on Peer - Innovation</b></p>	<p>Returning Year 2 Students</p> <p>Ensure all the Digital Skills resources within Skills forward are fully completed.</p>	<p>Catch up or guest speaker</p>

	<p><b><u>Project 1 outcome:</u></b></p> <ol style="list-style-type: none"> <li>1. Y2 students to deliver a presentation to year 1 students in small groups on study skills.</li> <li>2. Year 2 students to communicate lessons learnt such as study skills and programme planning as they have transitioned into year 2.</li> <li>3. Plan a schedule of mental health and wellbeing activities for year 1 students, whilst also promoting safeguarding.</li> <li>4. Design promotional material, on the benefits of the programme to include what has been learnt to date and Designing either their own app or site uniform/kit and presenting this to the group</li> </ol>				
<b>October</b>	<p><b>Gambling, The risks and Consequences</b> <b>HA-GA</b></p> <p><b>Complete Workbook</b> <b>Complete Teams Quiz and address gaps</b></p>	<p><b>Mental Health Revisited</b> <b>HA-MH</b></p> <p><b>Complete Workbook</b> <b>Complete Teams Quiz and address gaps</b></p>	<p><b>Misinformation &amp; Extremism</b> <b>HA-EXT</b></p> <p><b>Complete Workbook</b> <b>Complete Teams Quiz and address gaps</b></p>	<p><b>Revisit Consent</b> <b>HA-CO</b></p> <p><b>Complete Workbook</b> <b>Complete Teams Quiz and address gaps</b></p>	<p>Catch up or guest speaker</p>

<p>November</p> <p><b>Project 2 – UCAS</b></p> <p><u>Topic Coverage</u> English Digital Skills Employability</p>	<p><b>Project 2 UCAS</b></p> <p><b>CD-P2</b> <b>Complete project on Teams and Complete Teams Quiz and address gaps</b></p> <p><b>Project 2 outcome:</b></p> <ol style="list-style-type: none"> <li>1. Students will research and have support with:</li> <li>2. Completing university applications:</li> <li>3. The completion of Applications, personal statements.</li> <li>4. Support with considering other career choices and planning for these progression routes</li> <li>5. utilise Unifrog throughout full project..</li> </ol>	<p><b>Project 2 UCAS</b></p> <p><b>CD-P2</b> <b>Complete project on Teams and Complete Teams Quiz and address gaps</b></p>	<p><b>Project 3Community</b></p> <p><b>HA-P3</b> <b>Complete project on Teams</b></p> <p><b>Project 3 – Community</b></p> <p><b>Project 3 outcome</b></p> <ol style="list-style-type: none"> <li>1. Select Teams</li> <li>2. Nominate/agree team roles</li> <li>3. Research Charities of need within local community.</li> <li>4. Undertake full research project and as a team generate a presentation to encourage votes for chosen charity.</li> <li>5. Present chosen charity to peers, all class votes overall charity</li> <li>6. Propose, agree, plan charity action plan in groups</li> <li>7. Carry out fundraising activity</li> <li>8. Review impact of charity within community (who benefited) and write a report/</li> </ol>	<p><b>Project 3Community</b></p> <p><b>HA-P3</b> <b>Complete project on Teams</b></p>	<p>Catch up or guest speaker</p>

			<p>presentation as a group</p> <p><b>Topic Coverage</b></p> <p>Equality &amp; Diversity English Maths Digital Skills British Values</p>		
December	<p>Project 3Community</p> <p><b>HA-P3</b></p> <p>Complete project on Teams</p>	<p>Project 3Community</p> <p><b>HA-P3</b></p> <p>Complete project on Teams</p>			Catch up or guest speaker
January	<p>Re-visit Project 2 UCAS (revisit and submit application)</p> <p><b>HA-RVUCAS</b></p> <p>Complete project on Teams and Complete Teams Quiz and address gaps</p>	<p>Financial Choices – World of Work &amp; Financial Choices – Working and Earning</p> <p><b>HA-FCWW</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	<p>Staying Safe and protecting your Finances</p> <p><b>HA-SSPF</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	<p>LGBTQIA+</p> <p><b>HA-L</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	Catch up or guest speaker
February	<p>Re-capping Equality &amp; Diversity</p> <p><b>HA-REED</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	<p>Staying Safe Alcohol &amp; binge drinking</p> <p><b>HA-SSAL</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	<p>Staying Safe – Drugs</p> <p><b>HA-SSD</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	<p>Leaving Home &amp; Building a Healthy lifestyle</p> <p><b>HA-LHHL</b></p> <p>Complete lesson, Teams Quiz and address gaps</p>	Catch up or guest speaker
March	<p><b>Project 4 Student Voice:</b></p> <p><b>Topic Coverage</b></p>	<p><b>Project 4 Student Voice</b></p>	<p><b>Career Development</b></p>	<p><b>Progression Planning and action plans to</b></p>	Catch up or guest speaker

<p>Digital Skills English</p>	<p><b>HAP4</b></p> <ol style="list-style-type: none"> <li>1. Students from year 2 to plan in a feedback session with the aim of gaining information from the year 1 students.</li> <li>2. Suggested Questions to be developed and presented to the wider Year 2 group for agreement.</li> <li>3. Feedback to capture thoughts on <ul style="list-style-type: none"> <li>• The use of Evolve</li> <li>• The curriculum on offer.</li> <li>• The Review processes</li> <li>• The support whilst on programme.</li> </ul> </li> <li>4. The Students must work together to establish a list of key strengths and identify some areas of improvements to be made to the programme.</li> </ol> <ol style="list-style-type: none"> <li>1. The Students must agree a development plan of sensible improvements with key reasons to be presented to Tutors and Quality Lead for the business to action.</li> </ol>	<p><b>HAP4</b></p> <p>Students to analyse the feedback and begin to build an action plan based on their findings. The improvements must be sensible and logical. The findings of the survey must be presented back to the tutors along with the agreed list of actions to improve the provision.</p>	<p>Through the use of <b>unifrog, CV updating, analysis of skills development, milestone progress to date and research for next steps.</b></p> <p><b>HA BFA</b></p>	<p>move forward with Career</p> <p><b>CD - PPNS</b></p>	
<p>April</p>	<p><b>Easter</b></p>	<p>Easter</p>	<p><b>Online basic first aid course.</b></p>	<p><b>ACAS Equality and Diversity Training</b></p>	<p>Catch up or guest speaker</p>

			HA BFA	HA ACASED	
May	<b>ETIF – online British Values course – certificated.</b>	<b>Interview Techniques</b>	<b>Mock Interviews and video feedback</b>	<b>Supporting Disability within the Industry</b>	Catch up or guest speaker
June	Recap/catch up/practical enrichment	Recap/catch up/practical enrichment	Recap/catch up/practical enrichment	Recap/catch up/practical enrichment	Catch up or guest speaker
July	Employability Final update of placement paperwork  Completion of progression and destinations				