



Navigators

Learning, Developing, Enjoying

PERSONAL DEVELOPMENT CURRICULUM

Our Ethos and Mission Statement:

“To ensure all students have the opportunity to achieve academic and vocational qualifications to enable them to have a good start in the next stage of their lifelong learning pathway. To equip young people with social and ethical intelligence, life skills and positive experiences”



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Navigators is a registered UK Learning Provider
UKPRN: 10087274



At Navigators we have developed our own Personal Development Curriculum filled with real life topics to support the day to day challenges our students face.

Health & Well-Being, Relationships and Living in the Wider World is what we believe our students need to know more about to give them the same opportunities and life chances as their peers.

By working together, we strive for our students to....

Be Prepared for the future

Navigators students...

- are literate and numerate
- are digitally literate
- are financially literate
- are articulate in a range of contexts
- aspire to their future education, employment or training for their individual pathway & have an understanding of how to get there
- explore and research the jobs and industries they are interested in
- develop the skills and qualities that are required to progress onto the next stage of education or employment

Be Lifelong Learners

Navigators students...

- have the opportunity to study a broad range of subjects
- value academic and vocational styles of learning
- take opportunities to learn and participate outside of lessons
- are resilient
- are organised and independent
- take pride in their work
- constantly develop their vocabulary and can often work out what new words mean
- develop their cultural capital and appreciate a variety of cultures and society beyond their own experience
- read widely

Be Responsible Citizens

Navigators students...

- respect people from other cultures, races and faiths
- value equality and diversity in society
- look after the school, local and global environment
- know what is going on in the world
- understand the importance of diversity
- understand the importance of democracy
- know how to maintain healthy relationships with others
- know how to look after their mental health
- know how to look after their physical health



HEALTH & WELL-BEING

1. SELF CONCEPT	2. MENTAL HEALTH & EMOTIONAL WELL-BEING	3. HEALTH- RELATED DECISIONS	4. DRUGS, ALCOHOL & TOBACCO	5. MANAGING RISK & PERSONAL SAFETY	6. SEXUAL HEALTH & FERTILITY
<p>H1. to accurately assess their areas of strength and development, and where appropriate act upon feedback.</p> <p>H2. how self confidence, self esteem and mental health are affected positively and negatively by internal and external influences and ways of managing this.</p> <p>H3. how different media portray idealised and artificial body shapes</p> <p>H4. strategies to develop assertiveness and build resilience to peer and other influences that affect both how they think about themselves and their health and wellbeing</p>	<p>H5. the characteristics of mental and emotional health to develop empathy and understanding about how daily actions can affect people's mental health.</p> <p>H6. about change and its impact on mental health and wellbeing and to recognise the need for emotional support during life changes and/or difficult experiences</p> <p>H7. a broad range of strategies - cognitive and practical- for promoting their own emotional wellbeing, for avoiding negative thinking and for ways of managing mental health concerns</p> <p>H8. to recognise warning signs of common mental and emotional health concerns (including stress, anxiety and depression), what might trigger them and what help or treatment is available</p> <p>H9. emotional resilience - to improve your ability to adapt to adversity without lasting challenges</p> <p>H10. Self efficacy - to improve self confidence in specific situations</p>	<p>H11. to make informed lifestyle choices regarding sleep, diet and exercise</p> <p>H12. the benefits of having a balanced approach to spending time online</p> <p>H13. to identify, evaluate and independently access reliable sources of info, advice and support for all aspects of physical mental health.</p> <p>H14. about the health services available to people: strategies to become a confident user of the NHS and other health services</p> <p>H15. to assess and manage risks associated with cosmetic and aesthetic procedures, including tattooing, piercings and the use of sunbeds</p>	<p>H16. the consequence of substance use and misuse for the mental and physical health and wellbeing of individuals and their families, and the wider consequences for communities</p> <p>H17. wider risks of illegal substance use for individuals including for personal safety, career, relationships and future lifestyles</p> <p>H18. to identify, manage and seek help for unhealthy behaviours, habits and addiction inc smoking</p>	<p>H19. ways to manage risk and manage personal safety in new social settings, workplaces and environments, including online.</p> <p>H20. strategies for identifying risky and emergency situations including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g drugs, alcohol and violent crime and gangs.)</p> <p>H21. to understand and build resilience to thinking errors associated with gambling and how to access support for themselves or others.</p> <p>H22. to increase confidence in performing emergency first aid and life saving skills including CPR and the use of defibrillators.</p>	<p>H23. the different types of intimacy - including online and their potential emotional and physical consequences (both positive and negative).</p> <p>H24. about specific STI's, their treatment and how to reduce the risk of transmission</p> <p>H25. how to respond if someone has, or may have, an STI (including ways to access sexual health services).</p> <p>H26. to overcome barriers, (inc embarrassment and myths) about sexual health and the use of sexual health services</p> <p>H27. about the possibility of miscarriage and support available in the event of an unplanned pregnancy, and how to access appropriate help and advice.</p>

CERTIFICATE of ACHIEVEMENT
IN

Health and Wellbeing



PERSONAL DEVELOPMENT CURRICULUM

HAS SUCCESSFULLY COMPLETED THE

15 December 2020

Liz Harris

RELATIONSHIPS

7. POSITIVE RELATIONSHIPS	8. RELATIONSHIP VALUES	9. FORMING AND MAINTAINING RESPECTFUL RELATIONSHIPS	10. CONSENT	11. CONTRACEPTION & PARENTHOOD	12. BULLYING, ABUSE AND DISCRIMINATION	13. SOCIAL INFLUENCES
R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality.	R6. to recognise, clarify and if necessary challenge their own values influence their decisions, goals and behaviours.	R8. strategies to manage the strong emotions associated with the different stages of relationships	R13. about the concept of consent in maturing relationships	R17. how to choose and access appropriate contraception (including emergency contraception) and negotiate contraception use with a partner	R22. to recognise when others are using manipulation, persuasion or coercion and when to respond	R28. to evaluate ways in which their behaviours may influence their peers, positively and negatively, including online, and in situations involving weapons or gangs
R2. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary.	R7. to understand a variety of faith and cultural practices and beliefs concerning relationships and sexual activity; to respect the role these may play in relationship values.	R9. to safely and responsibly manage changes in personal relationships including the ending of relationships	R14. about the impact of attitudes towards sexual assault and to challenge the victim blaming, including when online abuse occurs.	R18. the physical and emotional responses people may have to unintended pregnancy; the different options available; whom to talk to for accurate, impartial advice and support.	R23. the law relating to abuse in relationships, including coercive control and online harassment	R29. skills to support younger peers when in position of influence
R3. the importance of stable, committed relationships		R10. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them.	R15. to recognise the impact of drugs and alcohol on choices and sexual behaviour	R19. the importance of parenting skills and qualities for family life, the implications of young parenthood and services that offer support for new parents and families.	R24. to recognise when a relationship is abusive and strategies to manage this	R30. to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help
R4. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed.		R11. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks.	R16. to evaluate different motivations and contexts in which sexual images are shared, and possible legal, emotional and social consequences	R20. the reasons why people choose to adopt/foster children	R25. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships	R31. factors which contribute to young people becoming involved in serious organised crime, including cybercrime
R5. to understand the potential impact of the portrayal of sex in pornography and other media, including on sexual attitudes, expectations and behaviours.		R12. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help		R21. about the current legal position on abortion and the range of beliefs and opinions about it	R26. about the challenges associated with getting help in domestic abuse situations in all kinds; the importance of doing so; sources of appropriate advice and support, and how to access them	
					R27. the law relating to honour based violence and forced marriage.	

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LIVING IN THE WIDER WORLD

14. LEARNING SKILLS	15. CHOICES, PATHWAYS & TRAVEL	16. WORK & CAREER	17. EMPLOYMENT RIGHTS & RESPONSIBILITIES	18. FINANCIAL CHOICES	19. MEDIA LITERACY & DIGITAL RESILIENCE
L1. to evaluate and further develop their study and employability skills e.g. interviews and CV's	L5. about the range of opportunities available to them for career progression, including in education, training and employment.	L9. about the labour market, local, national and international employment opportunities	L14. the skills and attributes to manage rights and responsibilities at work including health and safety procedures	L17. how to effectively budget, including the benefits of saving	L22. that there are positive and safe ways to create and share online and the opportunities this offers
L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting	L6. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities	L10. about employment sectors and types, and changing patterns of employment.	L15. about confidentiality in the workplace, when it should be kept and when it might need to be broken	L18. to recognise and manage the range of influences on their financial decisions.	L23. strategies for protecting and enhancing their personal and professional reputation online
L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.	L7. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities	L11. to research, secure and take full advantage of any opportunities for work experience that are available.	L16. about the unacceptability and illegality of discrimination and harassment in the workplace and how to challenge it	L19. to be aware of how to open a bank account	L24. that social media may disproportionately feature exaggerated or inaccurate information about situations, or extreme viewpoints to recognise why and how this may influence opinions and perceptions of people and events.
L4. practical cooking skills	L8. to have knowledge of various forms of transport	L12. to develop their career identity, including values in relation to work and how to maximise their chances when applying for education or employment opportunities.		L20. to have knowledge of mortgages, rent, and pensions	L25. how personal data is generated, collected and shared, including by individuals, and the consequences of this
		L13. to be aware on how their online presence can have an impact on career opportunities		L21. to manage financial contracts, including mobile contracts and renting items	L26. to assess the causes and personal consequences of extremism and intolerance in all their forms

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There are a range of excellent resources aligned to each topic with the 3 strands. These are available to all students enrolled on the course.

To complete the course students must complete a minimum of 5 topics from each strand. These should be linked to the development and individual needs of each student.

For further information or for an informal discussion please contact the proprietor Anthony Thompson on 07508947921 or at anthony@navigators.org.uk