

Curriculum map overview for: Year 8 Employability (KS3, 25-26)

Developing Resilience (DR)
L1 (3 units) - 1 mandatory unit. 5 optional units to choose from.
Overall qualifications learners will achieve if they complete the required units to a pass standard - The King's Trust Level 1 Award in Developing Resilience

<i>Term</i> <i>(Weeks)</i>	<i>Topic/Unit (weeks)</i>	<i>Key Objectives</i>	<i>Type of assessment</i>
<i>Week 1</i> <i>(First full week)</i>	<i>Icebreaker week</i> <i>(class bonding)</i>	<p>To introduce the King's Trust Developing Resilience qualification, students will take part in an exciting icebreaker and bonding week. The focus of this first week is to help the group get to know each other, build trust, and start working comfortably as a team. Through fun challenges and collaborative activities, students will begin to develop the key skills of communication, cooperation, and problem-solving - essential for building resilience both in school and beyond.</p> <p>They will also be introduced to the qualification itself, including what resilience means in real-life situations and how they'll be working toward a recognised outcome. Students will learn what a portfolio is and how they'll use it to track their progress and collect evidence of their learning</p>	<p>Portfolio</p> <p>Presentations</p> <p>Witness statements</p> <p>Photographic evidence</p> <p>Video & voice recordings</p>

		throughout the course. This week sets the tone for a supportive and positive learning environment where everyone feels confident to take part and grow together.	
Autumn 1 (7)	Personal Resilience	<ul style="list-style-type: none"> • Recognise what personal resilience is. • Identify an appropriate challenge. • Plan how resilience skills can manage future challenges. <p>This unit enables young people to explore their personal resilience by experiencing an appropriate challenge before reflecting on their progress and the change in their emotions. Young people will also start to identify helpful habits and how they can use these to keep them resilient in the future.</p>	
Autumn 2 (7)	Physical Health	<ul style="list-style-type: none"> • Recognise what good health is. • Identify ways of incorporating physical activity into everyday life. • Identify ways to take action to improve own physical health. <p>This unit helps learners to explore and understand their own physical health. Learners will take part in activities which aim to improve their physical health and will think about how to introduce higher levels of physical activity into their daily lives.</p>	
Spring 1 (6)	Positive Wellbeing	<p>Recognise what positive wellbeing is. Recognise how confidence can be affected. Identify actions that can be taken to improve wellbeing.</p> <p>This unit introduces learners to the ideas of positive wellbeing including self-esteem, managing emotions, feeling positive about life and how they can express their feelings. Learners will take part in activities designed to increase their confidence and spend some time reflecting on their progress.</p>	
Spring 2 (6)	Healthy Relationships	<ul style="list-style-type: none"> • Recognise the characteristics of a healthy relationship. 	

		<ul style="list-style-type: none"> ● Identify examples of positive and negative peer influence. ● Understand how healthy relationships support positive wellbeing. <p>This unit helps learners to understand how relationships affect and influence us – as well as how to develop and maintain healthy connections. Learners will take part in an activity designed to build trust and develop respect amongst their peers and reflect on how peers can influence them.</p>	
Summer 1 (5)	Aspirations	<ul style="list-style-type: none"> ● Recognise what personal strengths are. ● Identify and demonstrate the steps needed to achieve a goal. ● Identify short-term and long-term aspirations. <p>This unit is designed to help support learners to believe they can achieve their goals. Learners explore their own personal strengths and use these to work towards a goal; they will reflect on how their motivation affected them throughout before celebrating their efforts.</p>	
Summer 2 (6)	Stronger Communities (group project)	<ul style="list-style-type: none"> ● Recognise what makes a strong and safe community. ● Understand how inclusion is beneficial to communities. ● Identify ways to keep yourself and other safe and contribute positively to a community. <p>This unit explores the benefits of being part of supportive communities and encourages the learners to discuss the consequences of negative action in a community. Learners will experience being part of a small community working towards a common goal and reflect on this experience.</p>	

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Helpful links:

1. The King's Trust -

<https://www.kingstrust.org.uk/about-us/qualifications/developing-resilience>