

Thrive Curriculum Map

Future 1



Milestone 18

compassion.

Securing interdependence

To develop the confidence in themselves that they need to live interdependently – that is, living independently while creating healthy social networks that are diverse and enriching, and provide them with support when needed.

Students can regulate themselves through stress, can take accounability for own actions, work effectively towards own goals, work collaboratively. We can offer support to others showing kindness and

Milestones 16-17

Milestone 11-13



Practising interdependence

To be able to live by own values and can confidently share these with others. To have self-determination, are motivated to pursue passions and interests reflecting on who we are and who we want to be. When navigating complex sexual and social relationships in person and online, we can keep ourselves safe. To have the resilience to remain steady and flexible when faced with challenge and setbacks. To plan and prepare for new experiences and can think creatively to solve problems and cope with risk.

Working within Milestones 7-18 will support PSHE WJEC award certification

Thrive sessions will cover the following cross curricular learning:

Careers: GATSBY 4 Linking curriculum learning to careers

Milestones 14-15

Exploring interdependence

Learning to balance own needs and desires with the demands of the outside world, form healthy relationships with clear boundaries working cooperatively and creatively with one another to make decisions and find solutions. Being assertive and reflective and are comfortable with not getting it right first time. Being confident to share ideas and remain respectful of others' ideas and views when these differ from our own.

Entering interdependence

Preparation for adulthood- budgeting, planning journeys. To try out our identity outside of the family in situations where we feel safe enough to explore independently and creatively. We need the chance to develop our confidence in new environments and to take risks in terms of friendships, experiences and activities.



Skills and structure

Milestones 7-8

Working within Milestone 3-6 will support PSHE and Independent skills AQA Unit Award

PSHE: AQA: 118893

Respectful relationships including friendships

118894: Being online and using media

120331 Preparing to take exams

Gatsby 4- Linking curriculum learning to careers Motivation for developing skills, thinking about different ways of doing things and acquiring

new skills. They take pleasure in difference and are curious about new and different experiences. They enjoy having appropriate responsibilities and understand the need for rules and regulations. Exploration and thought are being given to the values that underpin rules.

Milestones 5-6

Milestones 3-4



Power and Identity

Developing an identity and a positive sense of self, distinguishing fantasy from reality and exploring power with responsibility and understanding consequences and

contexts. To develop a positive sense of themself,

establishing an individual identity. To discover different roles and relationships with others. To understand the

consequences of their behaviour and be familiar with

social expectations. To acquire information about the world, their bodies and their gender identity/role.

Thinking level

Thinking about feelings, problem solving and learning about cause and effect and expressing a

They can think about their feelings and are beginning to express and handle their feelings appropriately. They can make the link between cause and effect and can understand boundaries/rules.

They are able to take responsibility for their actions and ask for help when needed. They need support from a close adult to make sense of their experience and the world about them.

Being and doing levels

Learning to feel safe, understand their basic needs and feeling special.
Learning to explore safely, know body limits and experience doing &
learning about options. They will learn to be self-assured, confident and
appropriately trusting of others, receptive of the world and have a capacity
for joy. They will ask for help and will demonstrate the full range of feelings.
This child or young person will have established the foundations for making
good relationships. They will confidently approach a wide range of activities,
enjoy investigation and exploring and will use these experiences to learn
about environment. They explore their potential through curiosity, creativity
and taking initiative. They are active and can be easily stimulated to take an
interest.

