

## **Brownhill School**

### **Intent**

At Brownhill Learning Community we meet the needs of young people who are unable to access mainstream provision either through our PRS, Year 11 Centre or Specialist Primary and Secondary Provision. We pride ourselves on creating a nurturing environment and giving pupils opportunities to develop social, emotional and life skills as well as making academic progression. Developing these vital skills goes hand in hand with ensuring the pupils make academic progress crucial to their future.

The curriculum is ambitious, personalised, creative and flexible, allowing the needs of all pupils to be met. Our purposeful learning environment puts the individual needs of each pupil at the centre of our decision making. A

### **Implementation**

We provide a curriculum that is tailored to individual pupils and is linked to career aspirations and interests in order to maximise engagement and outcomes for each individual student. The National Curriculum underpins our curriculum offer at all our provisions. The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

### **Impact**

Lifelong learners; prepared for a successful transition to mainstream, college or work where they can make a positive contribution to their community and where they can continue to develop.

Our key strength lies in our holistic, multi-disciplinary approach that focuses on making sure all of our learners are happy, proud and confident individuals as well as taking relevant qualifications to ensure future success.

*NB For the academic year 2022/23 all KS3 Learners are currently studying a foundation year in Science English and ICT. They are following the Year 7 curriculum*

<b>Year 7</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<b>Algebraic Thinking</b> <ul style="list-style-type: none"><li>Sequences</li></ul>	<b>Place Value and Proportion</b>	<b>Application of Number</b> <ul style="list-style-type: none"><li>Solving problems</li></ul>	<b>Directed Number</b> <ul style="list-style-type: none"><li>Operations and equations</li></ul>	<b>Lines and Angles</b> <ul style="list-style-type: none"><li>Constructing, measuring and</li></ul>	<b>Reasoning with Number</b> Developing number sense Sets and probability Prime numbers and proof

	<ul style="list-style-type: none"> <li>Understand and use algebraic notation</li> <li>Equity and equivalence</li> </ul>	<ul style="list-style-type: none"> <li>Place value and ordering integers and decimals</li> <li>Fraction, decimal and percentage equivalence</li> </ul>	<ul style="list-style-type: none"> <li>with addition &amp; subtraction</li> <li>Solving problems with multiplication and division</li> <li>Fractions &amp; percentages of amounts</li> </ul>	<ul style="list-style-type: none"> <li>with directed number</li> <li><b>Fractional Thinking</b></li> <li>Addition and subtraction of fractions</li> </ul>	<ul style="list-style-type: none"> <li>using geometric notation</li> <li>Developing geometric reasoning</li> </ul>	
English	<p><b>Our Literary Heritage;</b></p> <p><b>Literary Monsters</b></p> <p><i>Study of a selection of pre-1914 century fictional 'monsters' (e.g. Frankenstein, Dracula)</i></p>	<p><b>My Voice, My Story; Voices from the Past</b></p> <p><b>Conflict Poetry</b></p> <p><i>Context study of WW1/WW2 and war poetry/poets</i></p>	<p><b>Modern Literature;</b></p> <p><b>Sinister Stories</b></p> <p><i>Study of short horror stories resulting in students writing their own short horror story</i></p>	<p><b>Borrowing from the Bard;</b></p> <p><b>Introduction to Shakespeare</b></p>	<p><b>My Voice, My Story; Me, Myself and I</b></p> <p><b>Novel Study – Ghost Boys</b></p>	<p><b>Read All About It!</b></p> <p><i>Non-fiction unit based on current affairs/world news (e.g. homelessness, climate change)</i></p>
Science	<p><b>Cells</b></p> <p><b>Particle Model</b></p> <p><b>Forces</b></p>		<p><b>Digestion and nutrition</b></p> <p><b>Acids and Alkalis</b></p> <p><b>Chemical Reactions</b></p> <p><b>Electricity</b></p>		<p><b>Cells Recap</b></p> <p><b>Reproduction</b></p> <p><b>Mixtures and Separation</b></p> <p><b>Energy</b></p>	

<b>PSHE</b>	<b>Diet and Exercise</b>	<b>Enterprise and Finances</b>	<b>Bullying and friendships Including cyberbullying</b>	<b>Drugs, Alcohol and Smoking</b>	<b>Puberty and Family Life</b>	<b>Personal Identity – British Values</b>
<b>Votes for Schools</b>	<b>SMSC, British Values, Prevent, Pupil Voice</b>					
<b>Citizenship</b>	<b>The values that citizens share and adhere to in Britain today</b>	<b>Magna Carta</b>	<b>The development of rights</b>	<b>Taking part in the democratic process</b>	<b>How is political power organised in the UK?</b>	<b>Making a change locally</b>
<b>Computing</b>	<b>Clear Messaging in Digital Media Programming essentials in Scratch – part I Networks from semaphores to the Internet</b>		<b>Modelling data using spreadsheets Programming essentials in Scratch – part I &amp; 2</b>		<b>Programming essentials in Scratch – part II Programming essentials in Scratch – part II Using media – Gaining support for a cause</b>	
<b>Art</b>	<b>Multicultural (Sugar Skulls)</b>	<b>Artist Based (Michael Craig- Martin)</b>	<b>Observation Mark Making/ Line drawing</b>	<b>3D project</b>	<b>Fine Art (Elements) Invent and create their own works of Fine Art reflecting aesthetic beauty and value.</b>	<b>Ceramics Assessment</b>
<b>History</b>	<b>The Norman Conquest</b>	<b>Religion in Medieval England</b>	<b>The Crusades</b>	<b>Medieval Monarchs</b>	<b>The Black Death</b>	<b>Migration</b>
<b>Geography</b>	<b>Geography of Great Britain</b>		<b>Natural Disasters</b>		<b>India</b>	

<b>Employability</b>	<b>Employability STEPs Program</b>					
<b>Phonics</b>	<b>Personalised Phonics program</b>					
<b>PE</b>	<b>Badminton</b>	<b>Fitness</b>	<b>Basketball</b>	<b>Short Tennis</b>	<b>Volleyball</b>	<b>Table Tennis</b>
<b>Social and Communication</b>						
<b>Cooking</b>	<b>Basic Cooking Skills</b> <b>Making Simple Meals</b> <b>Basic Food Hygiene</b>					

<b>Year 8</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<b>Proportional Reasoning</b> <ul style="list-style-type: none"> <li>Ratio and scale</li> <li>Multiplicative Change</li> </ul> Multiplying and dividing fractions	<b>Representations</b> <ul style="list-style-type: none"> <li>Working in the Cartesian plane</li> <li>Representing data</li> </ul> Tables & Probability	<b>Algebraic Techniques</b> <ul style="list-style-type: none"> <li>Brackets, equations and inequalities</li> <li>Sequences</li> </ul> Indices	<b>Developing Number</b> <ul style="list-style-type: none"> <li>Fractions and percentages</li> <li>Standard index form</li> </ul> Number sense	<b>Developing Geometry</b> <ul style="list-style-type: none"> <li>Angles in parallel lines and polygons</li> <li>Area of trapezia and circles</li> <li>Line symmetry and reflection</li> </ul>	<b>Reasoning with Data</b> <ul style="list-style-type: none"> <li>The data handling cycle</li> </ul> Measures of location
<b>English</b>	<b>Our Literary Heritage;</b>  <b>Victorian Britain</b>	<b>My Voice, My Story; The Voice of Others</b>	<b>Modern Literature;</b>  <b>Disturbing Worlds</b>	<b>Borrowing from the Bard; Gender and Power</b>  <b>Macbeth</b>	<b>My Voice, My Story; Voices from the Past</b>  <b>Survival Stories</b>	<b>Read All About It!</b>  <i>Non-fiction unit based on current affairs/world news (e.g. homelessness, climate change)</i>

	<i>Context study of Victorian Britain and the work of Charles Dickens</i>	<b>Poetry from Around the World</b>  <i>Poetry from other cultures</i>	<i>Dystopian and Sci-Fi - Descriptive writing (describing a dystopian world)</i>			
<b>Science</b>	<b>Cells Recap / Reproduction &amp; genetics</b> <b>Atoms elements &amp; the periodic table</b> <b>Energy Transfers</b>		<b>Breathing and Respiration</b> <b>Combustion</b> <b>Light and Sound</b>		<b>Nutrition recap and Ecosystems</b> <b>Reactivity and uses of metal</b> <b>Forces and movement</b>	
<b>PSHE</b>	<b>Body Image</b> <b>Self esteem</b>	<b>Careers and Finance</b>	<b>Racism, Diversity, and Equality</b>	<b>First Aid – St Johns Ambulance</b>	<b>SRE – Gender, Consent, Contraception, and Pornography.</b>	<b>Climate Change and Our World</b>
<b>Votes for Schools</b>	<b>SMSC, British Values, Prevent, Pupil Voice</b>					
<b>Citizenship</b>	<b>Our rights, freedoms, and liberties today</b>	<b>Rights &amp; Responsibilities</b>	<b>How are people brought to Justice?</b>	<b>The operation of different courts within the Justice System</b>	<b>The UDHR and Rights around the world</b>	<b>International sustainable development</b>
<b>Computing</b>	<b>Python programming with sequences of data</b> <b>Python programming with sequences of data</b> <b>Media – Animations</b>		<b>Media – Animations</b> <b>Data science</b> <b>Representations – going audiovisual</b>		<b>Representations – going audiovisual</b> <b>Introduction of cybersecurity</b> <b>Applying programming skills with physical computing</b>	
<b>Art</b>	<b>Multicultural</b> <b>Aboriginal Art</b>	<b>Artist Based</b> <b>Pop Art</b>	<b>Observation</b> <b>Line Drawing</b>	<b>3D project</b> <b>Ceramics</b>	<b>Fine Art (Elements)</b>	<b>Textiles or Ceramics</b>

					Invent and create their own works of Fine Art reflecting aesthetic beauty and value.	Invent and create their own works of Fine Art reflecting aesthetic beauty and value.
<b>History</b>	<b>Reformation-Catholic and Protestants</b>	<b>The English Civil War</b>	<b>Changing Ideas 1660-1789</b>	<b>The Slave Trade</b>	<b>The British Empire</b>	<b>The Industrial Revolution</b>
<b>Geography</b>	<b>Map skills</b>		<b>Weather and Climate</b>		<b>Russia</b>	
<b>Employability</b>	<b>Employability STEPs Program</b>					
<b>Phonics</b>	<b>Personalised Phonics program</b>					
<b>Social and Communication</b>						
<b>PE</b>	<b>Badminton</b>	<b>Fitness</b>	<b>Basketball</b>	<b>Short Tennis</b>	<b>Volleyball</b>	<b>Table Tennis</b>
	<b>Basic Cooking Skills</b> <b>Making Simple Meals</b> <b>Basic Food Hygiene</b>					

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<b>Reasoning with Algebra</b> <ul style="list-style-type: none"> <li>• Straight line graphs</li> <li>• Forming and solving equations</li> </ul> Testing conjectures	<b>Constructing in 2 and 3 Dimensions</b> <ul style="list-style-type: none"> <li>• Three-dimensional shapes</li> </ul> Constructions and congruency	<b>Reasoning with Number</b> <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Using percentages</li> <li>• Maths and money</li> </ul>	<b>Reasoning with Geometry</b> <ul style="list-style-type: none"> <li>• Deduction</li> <li>• Rotation and translation</li> <li>• Pythagoras' Theorem</li> </ul>	<b>Reasoning with Proportion</b> <ul style="list-style-type: none"> <li>• Enlargement and similarity</li> <li>• Solving ratio &amp; proportion problems</li> </ul>	<b>Representations and Revision</b> <ul style="list-style-type: none"> <li>• Probability</li> <li>• Algebraic representation</li> <li>• Revision</li> </ul>
<b>English</b>	<b>Our Literary Heritage;</b>  <b>Into the Unknown</b>  <i>Study of extracts from pre-1914 literature</i>	<b>My Voice, My Story; Me, Myself and I</b>  <b>Pop and Poetry</b>  <i>Identity through music as poetry</i>	<b>Modern Literature;</b>  <b>Belonging (Boys Don't Cry)</b>  <i>Exploring contemporary issues through literature</i>	<b>Borrowing from the Bard; Violence and Rebellion</b>  <b>Romeo and Juliet</b>	<b>My Voice, My Story; The Voice of Others</b>  <b>Novel Study : Of Mice and Men</b>	<b>Read All About It!</b>  <i>Non-fiction unit based on current affairs/world news (e.g. homelessness, climate change)</i>
<b>Science</b>	<b>Rocks Earth and Space</b>		<b>Reactivity Forces and magnetism Plants</b>		<b>Transition to Physics Making materials Transition to Chemistry</b>	

	<b>Genetics recap and evolution including unicellular organisms</b>				<b>Transition to GCSE Biology including muscles and bones</b>	
<b>PSHE</b>	<b>Managing Emotions – Mental Health</b>	<b>Crime and Risks – including running away from home</b>	<b>Extremism, Community Cohesion.</b>	<b>Gambling, Debts and Money</b>	<b>Child sexual exploitation and FGM (Female Genital Mutilation)</b>	<b>Human Rights and Careers</b>
<b>Votes for Schools</b>	<b>SMSC, British Values, Prevent, Pupil Voice</b>					
<b>Citizenship</b>	<b>Active citizens bringing about positive change</b>	<b>Pressure Groups and their role within UK democracy</b>	<b>Where do local and national issues arise from and how it can they be solved?</b>	<b>The morals and ethics of citizens in a democratic society</b>	<b>The Trade Union Movement</b>	<b>How do individuals, organisations and government manage money and financial risk?</b>
<b>Computing</b>	<b>Python programming with sequences of data Media – Animations</b>		<b>Media – Animations Data science Representations – going audiovisual</b>		<b>Representations – going audiovisual Introduction of cybersecurity Applying programming skills with physical computing</b>	
<b>Art</b>	<b>Multicultural Egyptian</b>	<b>Artist Based Street Artist</b>	<b>Observation Portraits</b>	<b>3D project Sculpture</b>	<b>Fine Art (Elements) Invent and create their own works of Fine Art reflecting aesthetic beauty and value.</b>	<b>Textiles or Ceramics Invent and create their own works of Fine Art reflecting aesthetic beauty and value.</b>
<b>History</b>	<b>Getting the Vote</b>	<b>The First World War</b>	<b>Conflict in the 20<sup>th</sup> Century</b>	<b>The Holocaust</b>	<b>The Middle East</b>	<b>The Best Way to Make Change</b>



<b>Geography</b>	<b>Tourism</b>		<b>Rivers</b>		<b>China</b>	
<b>Employability</b>	<b>Employability STEPs Program</b>					
<b>Phonics</b>	<b>Personalised Phonics program</b>					
<b>Social and Communication</b>						
<b>PE</b>	<b>Badminton</b>	<b>Fitness</b>	<b>Basketball</b>	<b>Short Tennis</b>	<b>Volleyball</b>	<b>Table Tennis</b>
<b>Cooking</b>	<b>Basic Cooking Skills</b> <b>Making Simple Meals</b> <b>Basic Food Hygiene</b>					

<b>Year 10</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Maths</b>	<b>Similarity</b> <ul style="list-style-type: none"> <li>• Congruence, similarity and enlargement</li> <li>• Trigonometry</li> </ul>	<b>Developing Algebra</b> <ul style="list-style-type: none"> <li>• Representing solutions of equations and inequalities</li> </ul>	<b>Geometry</b> <ul style="list-style-type: none"> <li>• Angles &amp; bearings</li> <li>• Working with circles</li> </ul> <b>Vectors</b>	<b>Proportions and Proportional Change</b> <ul style="list-style-type: none"> <li>• Ratios &amp; fractions</li> <li>• Percentages and interest</li> </ul> <b>Probability</b>	<b>Delving into Data</b> <ul style="list-style-type: none"> <li>• Collecting, representing and interpreting data</li> </ul> <b>Using Number</b> <ul style="list-style-type: none"> <li>• Non-calculator methods</li> </ul>	<b>Using Number</b> <ul style="list-style-type: none"> <li>• Types of number and sequences</li> <li>• Indices and roots</li> </ul> <b>Expressions</b> <ul style="list-style-type: none"> <li>• Manipulating expressions</li> </ul>

		<ul style="list-style-type: none"> <li>Simultaneous equations</li> </ul>				
English	Conflict Poetry	Reading and Writing for Different Purposes	Macbeth	Reading and Writing for Different Purposes	An Inspector Calls	Reading and Writing for Different Purposes
Science	<b>B1 Cells genetics and inheritance (KS3 baseline cells and genetics)</b> <i>Cells ELC</i> <b>C1 Atoms compounds and states of matter (Ks3 baseline atoms and elements)</b> <i>Atoms ELC</i> <b>P1 Forces movement and energy (ks3 baseline Energy)</b> <i>Forces ELC</i>		<b>B2 Health Disease and Medicine Development</b> (Ks3 baseline breathing and respiration) <b>C2 Separating mixtures (Ks3 mixtures and separation)</b> <b>P2 Waves &amp; Radiation</b>		<b>B3 Plants and Ecosystems</b> (Baseline and recap Ks3) <b>C3 Acids and Metals (Ks3 acid and alkali)</b> <b>P3 Electricity and magnets (Ks3 electricity baseline)</b>	
PSHE	Mental Health	Diverse Communities	Healthy/Unhealthy Relationships	Substance Misuse	Gender and Body Positivity	Career Pathways
Votes for School	SMSC, British Values, Prevent, Pupil Voice					
AQA GCSe Citizenship	Life in modern Britain	Rights & Responsibilities	Political Participation	Active Citizenship	Life in Modern Britain	Rights & Responsibilities

<b>+ AQA Unit Awards</b>						
<b>ICT</b>	<b>Making the most of your computer Managing information Finding &amp; Selecting information</b>		<b>Working with structured data Working with numbers and charts Working with numbers and charts</b>		<b>Working with text and images Working with test and images Combining and presenting information</b>	
<b>Employ ability</b>	<b>Employability STEPs Program</b>					
<b>PE Core</b>	Badminton	Fitness	Basketball	Short Tennis	Volleyball	Table Tennis
<b>Social and Commu nication</b>						
<b>Food</b>	Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.		Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.		Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.	
<b>H&amp;s</b>	<b>A1 Human growth and development across life stages.</b>  A2 Factors affecting growth and development  B1 Different types of life event		<b>B2 Coping with change caused by life events</b>  Component 1 Outcomes A&B A1 Healthcare services & A2 Social care services.		<b>A3 Barriers to accessing service</b>  B1 Skills and attributes in health and social care & B2 Values in health and social care.  B2 Values in health and social care & B3 The obstacles individuals requiring care may face.	
<b>CN Sport</b>	<b>Entry Level certificate</b>		<b>Contemporary Issues in Sport</b>		<b>Performance and Leadership in Sport</b>	
<b>Phonics</b>	<b>Personalised Phonics program</b>					

<b>Arts Award</b>	<b>Explore the Arts as a participant</b>	<b>Explore the arts as a participant</b>	<b>Explore the Arts as a Participant</b>
<b>Art GCSE</b>	<b>Fine Art GCSE</b> Introductory Phase Foundation Studies A range of activities related to Fine Art Study.	<b>Fine Art GCSE</b> Development Phase Directed project to build on experiences, knowledge and skills development.	<b>Fine Art GCSE</b> Directed Project Extension opportunities Extension activities related to development phase or additional discrete project.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	<b>Graphs</b> <ul style="list-style-type: none"> <li>Gradients &amp; lines</li> <li>Non-linear graphs</li> <li>Using graphs</li> </ul>	<b>Algebra</b> <ul style="list-style-type: none"> <li>Expanding &amp; factorising</li> <li>Changing the subject</li> <li>Functions</li> </ul>	<b>Reasoning</b> <ul style="list-style-type: none"> <li>Multiplicative</li> <li>Geometric Algebraic</li> </ul> <b>Geometry (2023 ONLY)</b> <ul style="list-style-type: none"> <li>Angles &amp; bearings</li> <li>Working with circles</li> </ul> Vectors	<b>Personalised Curriculum</b> <ul style="list-style-type: none"> <li>Further examination preparation</li> <li>Identified areas to strengthen</li> <li>Address misconceptions</li> <li>Gain greater understanding of how to answer examination questions to secure maximum marks</li> </ul>		
<b>English</b>	<b>Writing to Persuade</b>  1 x reading 1 x speak/lis	<b>Writing to Describe</b>  1 x reading 1 x speak/lis	<b>Writing to Narrate</b>  1 x reading 1 x speak/lis	<b>Editing and Improving my Writing</b>  Exam Prep / Revision	<b>Exam Prep / Revision</b>	

Science 2023/2 4	B4 (Ks3 baseline Reproduction) recap Human Biology Cells ELC 4 Elements and chemical reactions (Ks3 P4 Elements and chemical reaction Atoms ELC Mock Exam Revision		C5 Fuels and the atmosphere Core Practical revision (GCSE exam) Core Practical Revision (GCSE exam)		Exam Prep / Revision	
Science 22/23 ONLY iGCSE Human Biology	1 Cells 2 Biological molecules 3 Movement of substances in and out of cells		Reproduction Bones, muscles and joints 5 Co-ordination 6 Nutrition and energy and 12 disease		7 Gas exchange, 8 Respiration 9 internal transport Revision	
PSHE	Personal Skills	CCE/ Youth Crime	Sex and Relationships	Careers	Our World	Keeping In Touch Sessions
Votes for Schools	SMSC, British Values, Prevent, Pupil Voice					
AQA GCSe Citizens hip + AQA Unit Awards	Life in modern Britain	Rights & Responsibiliti es	Political Participation	Active Citizenship	Political Participation	Revision
ICT	Combining and presenting information		Aqa Awards In Media & ICT		Aqa Awards In Media & ICT	

	<b>Using ICT to communicate Aqa Awards In Media &amp; ICT PRU Special Short Computing Units</b>		<b>PRU Special Short Computing Units</b>		<b>PRU Special Short Computing Units</b>	
<b>Art GCSE</b>	<b>Fine Art GCSE &amp; Photography GCSE</b> Sustained Phase Independent learning. Individual response to a set starting point. Independent research and evidence all 4 assessment objectives.		<b>Fine Art GCSE &amp; Photography GCSE</b> Externally set assignment phase.  Students select one from seven possible starting points on the paper.		<b>Fine Art GCSE &amp; Photography GCSE</b> Selection of Portfolio. Review and submit. Select and present Portfolio for final submission ensuring all component requirements are fulfilled.	
<b>Employability</b>	<b>Employability STEPs Program</b>					
<b>PE CORE</b>	<b>Badminton</b>	<b>Fitness</b>	<b>Basketball</b>	<b>Short Tennis</b>	<b>Volleyball</b>	<b>Table Tennis</b>
<b>Social and Communication</b>						
<b>PHONICS</b>	<b>Personalised Phonics program</b>					
<b>Food</b>	Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.		Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.		Learning how to prepare ingredients for a recipe. Cooking skills Working safely and hygienically in the kitchen.	
<b>H&amp;S</b>	B4 The benefits to individuals of the skills, attributes and values in health and social care practice.  Component 2 Outcomes A,B & C		B1 Physiological Indicators – to measure health & B2 Lifestyle Indicators – to determine a persons health.		Preparation for Pearson set External Synoptic Assessment	

	A1 Explore factors including: Physical Social Environmental Cultural Economic Lifestyle	Preparation for Pearson set External Synoptic Assessmen	
<b>SPORT</b>	Entry level certificate	Entry level certificate	Entry level certificate
<b>Arts Award</b>	<b>Arts Inspiration</b>	<b>Explore the art as a participant</b>	<b>Sharing Arts Skills with others</b>