

## KS5 Curriculum Overview (Uniformed Protective Services)

### Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Behaviour and Discipline in the Uniformed Protective Services – EXTERNAL EXAM</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of principal psychological perspectives and their impact on behaviours.</li> <li>• Apply knowledge and understanding of behaviour and discipline within uniformed protective services.</li> <li>• Analyse authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective services.</li> <li>• Make connections and judgements between behaviours, theory and practice within uniformed protective services.</li> </ul> <p><b>Unit 13: Introduction to Criminology</b></p> <ul style="list-style-type: none"> <li>▪ A Examine the effects of criminal behaviour on individuals, communities, the uniformed protective services and other public services</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links –</b> Criminology, Psychology</p>	<p><b>Armed Services</b> <b>Emergency Services</b> <b>Fire Rescue</b> <b>Police service</b> <b>Prison Service</b></p> <p><b>or for employment as an apprentice within the sector.</b></p> <p><b>or as a step towards further education.</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p><b>Unit 2: Behaviour and Discipline in the Uniformed Protective Services – EXTERNAL EXAM</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of principal psychological perspectives and their impact on behaviours.</li> <li>• Apply knowledge and understanding of behaviour and discipline within uniformed protective services.</li> <li>• Analyse authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective services.</li> <li>• Make connections and judgements between behaviours, theory and practice within uniformed protective services.</li> </ul> <p><b>Unit 13: Introduction to Criminology</b></p> <ul style="list-style-type: none"> <li>▪ A Examine the effects of criminal behaviour on individuals, communities, the uniformed protective services and other public services</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links –</b> Criminology, Psychology</p>	<p><b>Armed Services Emergency Services Fire Rescue Police service Prison Service</b></p> <p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
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<ul style="list-style-type: none"> <li>• Apply knowledge and understanding of behaviour and discipline within uniformed protective services.</li> <li>• Analyse authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective services.</li> <li>• Make connections and judgements between behaviours, theory and practice within uniformed protective services.</li> </ul> <p><b>Unit 13: Introduction to Criminology</b></p> <ul style="list-style-type: none"> <li>▪ B Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders</li> </ul>	<p>using systems and technology.</p> <ul style="list-style-type: none"> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links –</b> Criminology, Psychology</p>	<ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
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<p><b>Unit 13: Introduction to Criminology</b></p> <ul style="list-style-type: none"> <li>▪ B Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders</li> <li>▪ C Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime</li> </ul>	<p>influencing, self-presentation.</p> <ul style="list-style-type: none"> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links –</b> Criminology, Psychology</p>	<p>resilient, determined, ambitious, children.</p> <ul style="list-style-type: none"> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 2: Behaviour and Discipline in the Uniformed Protective Services – EXTERNAL EXAM</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of principal psychological perspectives and their impact on behaviours.</li> <li>• Apply knowledge and understanding of behaviour and discipline within uniformed protective services.</li> <li>• Analyse authority, obedience, conformity and theories of behaviour and their impact within the uniformed protective services.</li> <li>• Make connections and judgements between behaviours, theory and practice within uniformed protective services.</li> </ul> <p><b>Unit 13: Introduction to Criminology</b></p> <ul style="list-style-type: none"> <li>▪ C Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-</li> </ul>	<p><b>Armed Services</b> <b>Emergency Services</b> <b>Fire Rescue</b> <b>Police service</b> <b>Prison Service</b></p> <p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and</li> </ul>

	<p>monitoring and development</p> <p><b>Subject Links –</b> Criminology, Psychology</p>	<p>their respect for the law.</p> <ul style="list-style-type: none"> <li>▪ <b>Mutual Respect</b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b>Tolerance of different Faiths and Beliefs</b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
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### **KS5 Curriculum Overview (Uniformed Protective Services)**

#### **Year 13**

<b>TERM 1 TOPIC/s</b>	<b>*Key Skills/Subject Links</b>	<b>*Career links &amp; BV</b>
<p><b>Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services</b></p> <ul style="list-style-type: none"> <li>A Explore teamwork and leadership styles used in the uniformed protective services</li> <li>B Explore theories and techniques used for the development of effective uniformed protective services teams</li> </ul> <p><b>Unit 11: Expedition Skills</b></p> <ul style="list-style-type: none"> <li>A Explore the development of different expeditions and their purposes</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li><b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li><b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links - DoFE</b></p>	<p><b>Armed Services</b>  <b>Emergency Services</b>  <b>Fire Rescue</b>  <b>Police service</b>  <b>Prison Service</b></p> <p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li><b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li><b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li><b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>Promote tolerance of and respect for all cultures and faiths.</li> </ul>

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TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services</b></p> <ul style="list-style-type: none"> <li>• A Explore teamwork and leadership styles used in the uniformed protective services</li> <li>• B Explore theories and techniques used for the development of effective uniformed protective services teams</li> </ul> <p><b>Unit 11: Expedition Skills</b></p> <ul style="list-style-type: none"> <li>▪ B Plan and undertake an expedition, considering all risks</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links - DofE</b></p>	<p><b>Armed Services Emergency Services Fire Rescue Police service Prison Service</b></p> <p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>



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<p><b>Unit 5: Teamwork, Leadership and Communication in the Uniformed Protective Services</b></p> <ul style="list-style-type: none"> <li>• C Demonstrate the use of communication methods and systems relevant to the uniformed protective services</li> <li>• D Apply team working and leadership skills within uniformed protective services contexts</li> </ul> <p><b>Unit 11: Expedition Skills</b></p> <ul style="list-style-type: none"> <li>▪ B Plan and undertake an expedition, considering all risks</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Cognitive and problem-solving skills:</u></b> using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology.</li> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links - DoFE</b></p>	<p><b>Armed Services Emergency Services Fire Rescue Police service Prison Service</b></p> <p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
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<ul style="list-style-type: none"> <li>• D Apply team working and leadership skills within uniformed protective services contexts</li> </ul> <p style="text-align: center;"><b>Unit 11: Expedition Skills</b></p> <ul style="list-style-type: none"> <li>▪ C Review the planning and undertaking of your expedition</li> </ul>	<p>and creative solutions, using systems and technology.</p> <ul style="list-style-type: none"> <li>• <b><u>Interpersonal skills:</u></b> communicating, working collaboratively, negotiating and influencing, self-presentation.</li> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links - DofE</b></p>	<p><b>or for employment as an apprentice within the sector</b></p> <ul style="list-style-type: none"> <li>▪ <b><u>Individual Liberty</u></b> - Develop their self-confidence and self-esteem.</li> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
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<ul style="list-style-type: none"> <li>▪ C Review the planning and undertaking of your expedition</li> </ul>	<p>negotiating and influencing, self-presentation.</p> <ul style="list-style-type: none"> <li>• <b><u>Intrapersonal skills:</u></b> self-management, adaptability and resilience, self-monitoring and development</li> </ul> <p><b>Subject Links</b> - DofE</p>	<ul style="list-style-type: none"> <li>▪ Develop in them a growth mindset, ensuring they are resilient, determined, ambitious, children.</li> <li>▪ <b><u>The Rule of Law</u></b> - Develop their understanding of right and wrong, and their respect for the law.</li> <li>▪ <b><u>Mutual Respect</u></b> - Encourage them to take responsibility for their behaviour.</li> <li>▪ Promote tolerance of and respect for all cultures and faiths.</li> <li>▪ <b><u>Tolerance of different Faiths and Beliefs</u></b> - Develop a full understanding and encourage involvement in their immediate community, the country and the wider world.</li> </ul>
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