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## Curriculum Overview

### **Rationale**

Kent Health Needs Education Service provides pupils with access to a personalised and bespoke provision which is dependent on their identified needs and ability. The Service caters for pupils across a wide range of age and ability, many of whom are significantly impacted by medical and mental health needs. The curriculum provides the highest quality teaching and learning experience to inspire pupils to re-engage in learning whilst effectively supporting pupils' mental health, wellbeing and resilience. KHNES maintains the highest expectations for pupils' achievements and recognising their entitlement to a balanced curriculum.

### **Aims**

The curriculum provides the highest quality teaching and learning experience and aims to:

- Re-engage young people in the value of education and promote high aspirations
- Ensure young people make and recognise significant academic progress
- Provide a fully personalised, data driven, individual curriculum plan for every pupil

The curriculum for pupils accessing the provision is individualised and bespoke to their identified needs and provision attended (hub/tuition). For full time pupils the curriculum time is broken down into 60% core skills, English, Mathematics and Science, as well as additional Literacy and Numeracy interventions. 40% of the timetable is devoted to Enrichment, Citizenship, mentoring and optional subjects study support (KS4). Study support for options is for those subjects pupils have already elected to study at their Home/Referring School. The Curriculum also encompasses pupil personal development together with support of character and culture embracing the Philosophies of education, incorporating the following aspects as part of the wider curriculum:

- PSHE
- Wellbeing and safety
- British values
- Protected characteristics
- Relationships and sex education
- Cultural transmission and communication: passing on the best that has been thought and said. Including spiritual, moral, social and cultural development
- Personal Empowerment – developing the potential of a child through our mentoring program linked to profiling and Boxall targets and strategies
- Preparation for work – through a careers program and links to careers through subjects
- Preparation for citizenship – through the mentoring program, PiXL edge program and the inclusion of Citizenship.

Learning schemes are in place for each subject however KHNES do not teach to a prescribed order within the scheme of work – it simply acts as a template to scaffold the pupils individualised plan which takes account of prior learning.

The schemes are knowledge and skills based and cover age appropriate content taken from the National Curriculum. In Key Stage 4, learning is knowledge based and is designed to support the theory and content of the range of qualification specifications available. It does not, however, teach to a specific qualification board and cover individual coursework requirements.

Young people benefit most from being amongst their peers and studying the full curriculum offered by their home school, therefore it is always the intention to support the young person with their re-integration into their home school. In cases where a year 11 pupil is unable to be re-integrated back into their school within the expected time frame, additional curriculum delivery arrangements will be made as part of the young person's individual support plan.

The curriculum is designed to offer a clear focus on the main principles of curriculum design Principles of curriculum design:

- Balanced; Full not narrow with a broad range of subjects
- Rigorous – aspirational in terms of quality of delivery ensuring all learners have the potential to achieve
- Coherent – across subjects
- Vertically integrated –All learners starting points are unique, clear baseline processes ensure that assessment frameworks build upon components that are re-visited at a subject level to enable transition.
- Appropriate – For KHNES flexibility is key to enable each young person to develop and flourish given their unique skillset and starting point
- Focused - Core is relevant and fundamental given the amount of education our young people have missed however engagement and interest is also a key factor which is why our non-core component broad.
- Relevant

## **Guidelines**

Pupils follow an individual program tailored to their needs and designed to build on key concepts and fill any gaps in knowledge missed due to attendance. The main outcomes of the individualised program include:

1. Provide education which complements that of the home school and support smooth transition
2. Pupils should maintain the progression that would be expected within the 'home school.' (Health and attendance permitting)
3. Teaching should "fill gaps" that have occurred due to breaks in the pupils' education thus enabling them to more easily return to their 'home school'.
4. Topics should be planned to enable pupils to participate at various levels according to age and ability.
5. Pupils should have access to a range of equipment that is versatile, easy to use and safe, in order to gain experience in its use, and to know where its use is appropriate.
6. Pupils should be given the opportunity to apply and develop their ICT skills
7. Pupils should be given the opportunity to apply and develop their literacy, numeracy and collaboration skills across the curriculum.
8. Teaching should develop pupils' personal skills in readiness to participate fully in their communities and raise self-esteem.
9. Our 'challenge pathway enables our high ability pupils to access a P8 curriculum with support from their home schools. On admission these pupils are identified immediately, and targets adjusted to FFT 20. Note this only applies for a minority of pupils due to health need and subsequent gaps in pupils knowledge.

## Curriculum content

### Primary

#### EYFS

For reception aged pupils the curriculum areas match the assessment framework for Development matters in the Early years foundation stage (EYFS). The areas of learning and development covered include:

- Personal, social and emotional development
- Physical development
- Communication and Language
- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Design

Aims of the curriculum:

- Recognising that all children are unique and special
- Understanding that children develop in individual ways and at varying rates- physically, cognitively, linguistically, socially and emotionally.
- Providing a safe, secure and caring environment where children feel happy and know that they are valued by the practitioners looking after them.
- Fostering and nurturing children's self-confidence and self-esteem through their developing awareness of their own identity and role within the community.
- Teaching them to communicate their needs and manage their feelings in appropriate ways.
- Encouraging children's independence and decision making skills supporting them to learn through their mistakes and persevere to succeed.
- Engage and talk with children to develop communication skills vital for learning across the curriculum.
- Develop children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.
- Support children in learning to care and respect others and appreciate others may have different beliefs, cultures and opinions of their own.
- Provide active learning experiences through play which reflect children's personal interests in order to excite and motivate children to explore and learn.
- Use observation and assessment to inform planning.
- Provide experiences which build on children's existing knowledge, skills and understanding in order to challenge, stimulate and extend learning and development.
- Provide effective learning opportunities through indoor and outdoor provision.
- Encourage the development of creative and critical thinking skills

## Years 1-6

For years 1- 6 the curriculum areas covered will be dependent on the personalised agreed program for the pupil and will include where appropriate the following mandatory subjects:

- Writing
- Reading
- Numeracy
- Science
- Topic
- PSHE- including relationships and sex education will be delivered where appropriate in collaboration with the referring home school.

## Subject aims for Primary

### English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Encourage children to reach their potential in a language rich environment in English lessons and throughout other curriculum areas.

### Maths

- Deliver a gradual accumulative approach where core concepts are embedded before moving on.
- Develop a 'can do' attitude where teachers believe that all children are capable of achieving in mathematics.
- Enable children to show what they can do not what they cannot do.
- Ensure each classroom encourages mathematical talk and the teacher encourages dialogue through effective questioning.
- Ensure every classroom values the importance of active listening.
- Promote problem solving and reasoning in every mathematics lesson.
- Use a variety of concrete and pictorial representations to secure children's depth of conceptual understanding.
- Encourage organised pre-teaching and reactive interventions.

### Science

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## **Topic**

At KHNES we are dedicated to delivering an exciting and stimulating Topic curriculum. We believe that it should be a broad, balanced and relevant curriculum and should meet the needs of all children. We aim to teach in a more creative way by developing a series of planned cross-curricular, integrated themes based on the children's own interests which will embed learning, encourage independence and enthuse children and staff. By experiencing a wide range of opportunities, we believe that children have the potential to achieve and be the best they can be.

Topic is taught through Keys Stages 1 and 2 and covers the following subjects:

- Art and Design
- Computing
- Design and Technology
- Geography
- History

We will follow four main principles whilst planning Topic lessons:

- Make it real for the children, which in turn makes it more likely for the children to engage in what they're learning.
- Let the pupils steer the Topics. The teachers planned lessons should provoke the children to ask their own questions, which in turn will allow the Topics to follow the children's own interests.
- Don't over-plan. The teacher should aim to provoke enquiry and thus this will need space and time to be followed.
- Enough time must be allowed in the weekly timetable to allow Topics to build momentum.

## **PSHE**

- PSHE (Personal, Social, Health and Economic Education) is a planned programme of learning where the children acquire the knowledge, understanding and skills they need to keep themselves healthy and safe.
- PSHE provides the children with the building blocks in order for them to develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This sits alongside the essential understanding of how to be healthy.
- PSHE develops the qualities and attributes that children need to manage opportunities, challenges and responsibilities as they grow up, enabling them to thrive as individuals, family members and members of society.
- By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, our effective PSHE programme enables staff to tackle barriers to learning and raise aspirations for our pupils. Department for Education statutory guidance states that from September 2020, all primary provisions must deliver relationships and health education whereby parents cannot withdraw their child from this.
- Implementation through Teaching and Learning the service seeks to provide a safe, secure learning environment for PSHE that enables children and young people to gain accurate knowledge, develop their own values and attitudes, and develop skills to grow into happy confident successful adults.
- At the beginning of lesson, every teacher sets ground rules that children must follow during PSHE lessons. This creates a safe and supportive learning environment and allows children to feel comfortable and to speak openly and honestly.
- At KHNES we promote the needs and interests of all pupils, irrespective of gender, culture or background and all teachers take into account the children's age, ability and readiness.
- We respect pupils' unique starting points by providing learning that is suitable to their level, taking into account their age, maturity and how emotionally secure they are.

PSHE programme of study:

### **Relationships Education**

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

### **Health Education**

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

### **Secondary**

For years 7- 11 the curriculum areas covered will be dependent on the personalised agreed program for the pupil and provision attended (hub or tuition). Where appropriate the following subjects will be covered:

#### **Subject aims:**

#### **English**

To ensure the development of reading skills to enable pupils to:

- Master early reading skills in order to become enthusiastic and skilled readers.
- Read a range of texts with fluency
- Support development of expressive and receptive language.
- Enhance abilities to critically assess and evaluate written texts, as appropriate.
- Develop reading and understanding of increasingly complex texts (age appropriate)

To ensure the development of writing skills to allow students to:

- Express themselves with accuracy and precision.
- Write with accuracy of expression and spelling.
- Develop use of structural and language techniques.
- Produce extended writing in both fiction and non-fiction genres
- Communicate effectively for designated purpose and audience.

To facilitate the development of speaking and listening skills so that students:

- Can speak in a variety of formal and informal situations
- Develop confidence in verbal communication
- Understand the importance of tone and register

## Maths

- To ensure that all pupils are provided with a broad and balanced programme across all components of Mathematics.
- To equip pupils (to the extent to which they are able) with functional skills in understanding number, calculation, shape, measure, time, money.
- To develop pupils' mathematical analysis and investigative abilities.
- To encourage pupils to use skills both independently and collaboratively as part of a group.
- To provide all pupils with stimulating and challenging tasks appropriate to their level of ability.

## Science

- Pupils will be offered opportunities to gain experience of a range of planned scientific enquiries and investigations.
- Pupils will be encouraged to develop a strong sense of curiosity thus increasing motivation to explore and question.
- Pupils will be systematically introduced to the language of Science, thus enabling them to communicate scientific ideas.
- Pupils will be offered opportunities to familiarise themselves with a range of scientific apparatus.

## ICT (KS3 and Optional only at KS4)

- To offer opportunities to explore computers independently, and to reinforce all positive approaches towards ICT.
- To offer a variety of teacher-directed instructions to develop computer skills, as well as opportunities to learn through independent exploration, and through observation and collaboration in pair/group work.
- To offer a variety of ICT programs, and to develop skills throughout the ICT curriculum.
- To teach pupils how to access information sources which enhance learning and understanding of a vast array of topics.
- To help to motivate and stimulate pupils to learn, and to create a drive to explore beyond the here and now.
- To demonstrate to pupils the wide world that exists beyond their immediate environment, and to stimulate interest beyond their current level of experience.

## Option subjects

- To ensure all KS4 pupils have access to all their chosen Options subjects being studied at their mainstream school
- Mainstream schools to send relevant and age appropriate work for the Options teaching staff to deliver it effectively
- Where work is not provided by the mainstream school pupils will complete PLCs (Personalised Learning Checklists) ensuring knowledge gaps are identified
- Options teachers to deliver appropriately set work relating to these key gaps

## Enrichment

Elements of SMSC, PSHE and RSE are incorporated into the Enrichment curriculum.

- Development of self-awareness and confidence to take pride in personal achievements.
- Understanding and development of healthy, active and safe lifestyles.
- Development of positive relationships, with an awareness and respect for the differences between people.
- Understanding of protected characteristics; Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

## **Citizenship**

Elements of SMSC, British values and protected characteristics are incorporated into the Citizenship Curriculum.

Students will

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood
- Be equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs
- Develop an understanding of local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world
- Acquire a sound knowledge of human rights and international law

## **Spiritual, Moral, Social and Cultural Development**

The aims and objectives will be met by their implementation across the entire breadth of the curriculum, differentiated according to the individual needs of the children.

We encourage pupils to respect specific fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Expectations in all areas are adjusted for the age and ability of our pupils, with a particular focus on individual liberty and mutual respect echoed within KHNES core school values.

Curriculum planning for PSHE (Personal, Social, Health & Economic) education as part of the enrichment curriculum encourages the following overarching concepts:

1. Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
2. Relationships (including different types and in different settings, including online)
3. A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
4. Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
5. Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
6. Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
7. Change (as something to be managed) and resilience (the skills, strategies and 'inner resources' we can draw on when faced with challenging change or circumstance)
8. Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and 'win-win' outcomes)
9. Careers (including enterprise, employability and economic understanding)

## **Britishness**

Values that KHNES develop as core concepts and responsibilities of British values include:

- Respect of diversity, due to culture or religion (mutual respect and tolerance of different faiths and beliefs)
- Respecting the rights and property of others (rule of law)
- Consideration for others (mutual respect)
- Personal responsibility, and self-discipline
- Kindness
- British values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.

Characteristics that KHNES reject:

- Dishonesty
- Racism
- Sexism
- Prejudice
- Cheating
- Irresponsibility
- Cruelty

## **Relationships and Sex Education – please also see RSE Policy**

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will face. The curriculum will cover the following:

- Different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online (through ICT)
- Factual knowledge, for secondary aged pupils, around sex, sexual health and sexuality, set firmly within the context of relationships.

The Sex and Relationship education programme as part of PSHE/Enrichment contributes to the positive school ethos; supporting and facilitating the development of young people.

- To promote development of a keen sense of personal identity.
- To encourage pupils to value themselves, and others.
- To allow young people to move with confidence from childhood through adolescence, and into adulthood.
- To encourage pupils to develop appropriate social, and communication skills around the area of building and maintaining relationships.
- To encourage a sense of respect and responsibility for one's self, and for others.

The nature of certain issues with the sex and relationship education curriculum are sensitive, and thus parents may require assurance that all teaching is in accordance with the services' values and ethos.

Pupils will be made aware of appropriate behaviour within the classroom setting. Staff will be trained in how to tackle and respond to inappropriate or difficult questions.

## **PE**

The Physical Education curriculum appreciates the experiences gained in the Primary Schools at Key Stages 1 and 2 and expects to develop these through a variety of activities. The curriculum is designed to educate pupils through interest and enjoyment of exercise wherever possible and to develop a high level of success irrespective of individual aptitude.

Body Management is encouraged through activities such as athletics and dance, where pupils learn to manage their own bodies in a controlled and confident manner.

Creative activities such as dance offer pupils the opportunity to develop their personalities through open-ended challenges to express their emotions and moods. These creative activities also help to promote aesthetic awareness, accurate replication of skills, exploration and communication of ideas, concepts and emotions.

The promotion of a healthy lifestyle is an on-going process in all aspects of physical education. This enables pupils to understand the 'how's and why's' of exercise and eventually allows pupils to gain 'fitness independence'. The work should include all the elements of general fitness: flexibility, endurance, strength, speed, cardiovascular fitness and body composition.

Individual and group skills are achieved through experiencing a variety of games as well as understanding the principles of major games.

Social skills such as team work, communication, appreciation for the environment and problem solving skills are promoted through our schemes of work and linked to the LORIC principles (Leadership, Organisation, Resilience, Initiative, Communication)

## **Mentoring**

Every pupil in KHNES has access to a mentoring lesson. Mentoring lessons are split into two parts; The Mentoring Programme- devised to cover a broad range of personal, social and emotional topics, with the key aim being to provide pupils with strategies to manage the wellbeing of themselves and others, and Academic Interventions, providing pupils with interventions in either English, Maths, Phonics, or Academic Coaching.

Within the Mentoring Programme, we also cover the topics of E-Safety, Bullying, and Careers. A careers session is delivered once per term. A session on E-Safety and Bullying is delivered once per alternating term.

Please refer to the KHNES Wider Curriculum Vision for more information.

## **Assessment**

On admission pupils are invited to attend our profiling and assessment centre to ascertain specific strategies to support pupils learning and personal development. Pupils are then given a baseline assessment in the core subject areas for KHNES, this provides information to personalise their curriculum and fill the gaps in subject knowledge. KHNES follow a format of diagnosis, therapy testing (DTT) for the core subjects.

At KHNES we believe that verbal feedback and constructive marking help raise standards.

KHNES will ensure that pupils get the maximum benefit from their education through an entitlement to regular feedback from staff. This will enable pupils to understand their progress and achievement and inform them of what they need to do next to improve.

Please refer to KHNES assessment policy.

### **Equal opportunities**

It is important that every child should be offered equal opportunities and equal access to the curriculum regardless of race, class, gender or religion. As a service for children with specific medical and mental health needs it is imperative that we include all pupils within the curriculum, in order to achieve the aims of the Services curriculum policy.

Please refer to KHNES Equal opportunities policy.

### **Differentiation SEN**

KHNES recognises that individual experiences, feelings, backgrounds, and attitudes are unique, and seeks to embrace such diversity. Pupils will be encouraged to build upon their own personal knowledge and to expand awareness of their own ambitions and goals.

Please refer to KHNES SEND policy and associated documentation.

### **E-safety**

As part of the ICT curriculum at KS3 and the mentoring curriculum at KS3 and KS4 pupils are taught about the responsibilities concerning the safe use of information and communication technologies. Pupils recognise online safety issues and understand appropriate, effective and safer use of electronic communications. E-Safety is also taught in three discrete sessions as part of the Mentoring Programme.

Please refer to KHNES E-Safety policy and associated documentation.

### **Careers**

KHNES aim is to have careers feature throughout the curriculum. There will be discrete learning opportunities related to careers, such as a STEM day, and will also feature in day to day teaching, where teachers may relate skills and subject content to career fields. Careers also feature within the Enrichment curriculum, and will have a discrete session during each 'Themed Week'. Towards the end of the academic year, a 'Year 11 Programme' delivers further Careers learning to those leavers moving on from Year 11.

Please refer to KHNES Career Plan for more information.

### **Reading**

KHNES provide a discrete reading time each day to those learners within our hubs, and our ethos for reading is promoted to those learners not accessing our physical sites. We utilise a program, 'Accelerated Reader', to monitor pupil progress and make recommendations for age/ability appropriate books, and interventions to support those who require it.

Please refer to the KHNES Reading Vision for more information.

### **Assemblies**

KHNES will deliver an assembly each week, which follows a broad range of topics. These may relate to other areas of learning throughout the curriculum in a given week, to a themed week, or as standalone sessions. The assemblies aim to provide coverage of key learning areas, such as British Values, and incorporates additional opportunities to deliver learning around our statutory duty of education on Physical Health and Mental Wellbeing.

Please refer to the KHNES Wider Curriculum Vision for more information.



Curriculum mapping document

Area of Curriculum Aspect	ICT	Enrichment KS3/KS4/	Citizenship KS3/KS4/	Wider Curriculum
Bullying		<ul style="list-style-type: none"> <li>• Prejudice, physical/verbal bullying, social ostracism</li> <li>• Relationships and bullying Persuasion, coercion.</li> <li>• Diversity, prejudice, discrimination and bullying.</li> </ul>	N/A	<p>A bespoke session to be planned for as part of the Mentoring Programme. This occurs 3 times per year (in alternate terms).</p> <p>Assemblies. Student voice.</p>
Cyber Bullying (safeguarding)	<p><b>ICT at KS3 only:</b></p> <p>Web Awareness Unit</p> <ul style="list-style-type: none"> <li>• Online safety</li> <li>• Responsibilities</li> <li>• Reporting concerns</li> <li>• Ethical issues</li> </ul> <p>Identifying risks and ways to prevent risk including:</p>	<ul style="list-style-type: none"> <li>• Relationships – challenges posed by online bullying, abuse, sexual, violence and online encounters</li> <li>• Use of social media</li> <li>• How social media can distort situations of issues</li> </ul>	N/A	<p>A bespoke session to be planned for as part of the Mentoring Programme.</p> <p>Assemblies. Student voice.</p>
E Safety	<ul style="list-style-type: none"> <li>• Cyberbullying</li> <li>• Fraudsters</li> <li>• Paedophiles</li> <li>• Misrepresentation and the truth online</li> <li>• Inappropriate images</li> </ul>	<ul style="list-style-type: none"> <li>• Link to content in the SOW around relationships and keeping safe on line – general guidance</li> <li>• Legality on image sharing</li> <li>• Online presence, social media footprint, report concerns</li> <li>• Hidden agendas and motives for people contacting them online</li> </ul>	<ul style="list-style-type: none"> <li>• Link to the role and influence the media have in terms of their power and influence in local and global situations</li> </ul>	<p>Incorporated into the Mentoring Programme using Think you know resources:</p> <ul style="list-style-type: none"> <li>• Social Media</li> <li>• Body image</li> <li>• Self esteem</li> <li>• Harmful content</li> <li>• Online reputation</li> <li>• Online security and privacy</li> <li>• Nudity and the internet</li> <li>• Grooming</li> <li>• Dating</li> </ul> <p>This occurs 3 times per year (in alternate terms).</p> <p>Links to Assemblies and Student voice.</p>

Area of Curriculum Aspect	Enrichment	Citizenship KS3/KS4/	Wider Curriculum	Cross curricular links ALL
Reading	Reading of non-fiction articles to increase fluency and confidence. Comprehension skills developed through accessing and understanding the content.	Literacy across the curriculum the importance of recognising, knowing and reading key Citizenship vocabulary.	Accelerated Reader Reading sessions each day. Reading ethos and opportunities provided to off-site pupils.  Some PiXL Edge tasks related to reading (e.g. write a book review).	English: reading of set texts and source materials increase fluency and confidence.  Maths- Literacy across the curriculum the importance of recognising, knowing and reading key mathematical vocabulary
Relationships and Sex Education (RSE which comes under the PSHE umbrella))	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Sense of personal identity and self –value</li> <li>• Sexual Orientation and Gender identity</li> <li>• Diversity, prejudice and discrimination</li> <li>• Different types of relationships, building healthy relationships</li> <li>• Respect – self and for others</li> <li>• How relationships affect health and well-being</li> <li>• Relationships – how to deal with risky or negative relationships, including bullying, abuse, sexual, violence and online encounters</li> <li>• Recognise the impact of sex in the media and social</li> <li>• Unrealistic portrayal of relationships, sex and image in pornography</li> <li>• Relationship values and consent</li> <li>• Parenting</li> <li>• Addressing extremism</li> </ul> <p><b>Sex:</b></p> <ul style="list-style-type: none"> <li>• Use of contraception</li> <li>• Sexually transmitted infections</li> <li>• Pregnancy</li> <li>• Sexuality</li> <li>• Sexual health</li> </ul>	<ul style="list-style-type: none"> <li>• Personal identity and heritage</li> </ul>	Managing social relationships is discussed in different forms as part of the Mentoring Programme. <i>This is not RSE in its strictest sense.</i>	Science: Contraception, STI's  English: exploration of relationships in set texts such as AQA poetry: Love and relationships/Macbeth – sexual tension and dysfunctional relationships.

<p>British Values</p>	<ul style="list-style-type: none"> <li>• Consideration of other and mutual respect</li> <li>• Personal responsibility and self-discipline</li> <li>• Kindness</li> </ul>	<ul style="list-style-type: none"> <li>• Respect of diversity – culture and religion, tolerance of faith</li> <li>• Respecting rights and properties of others</li> <li>• Consideration of other and mutual respect</li> <li>• Democracy, rule of law, individual liberty.</li> <li>• How the UK is governed, its political system</li> <li>• Parliamentary system</li> <li>• Management of government money</li> <li>• Identity</li> <li>• Democratic values</li> <li>• Local democracy – political systems</li> <li>• Democratic rights, freedoms and values</li> <li>• Law and Justice system in society</li> <li>• Impact of crime on society</li> <li>• Power and influence of citizens</li> <li>Kindness</li> </ul>	<ul style="list-style-type: none"> <li>• PiXL Edge tasks (e.g. write to your local MP)</li> </ul> <p>Various coverage in Mentoring Programme, such as:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Valuing others</li> <li>• Understanding people different to me</li> </ul> <p>Helping &amp; standing up for others</p> <p>Assemblies. Student voice.</p>	<ul style="list-style-type: none"> <li>• English</li> <li>• Christmas Carol: core for all shows importance of kindness and generosity and how we become if we neglect these core values.</li> <li>• Speaking and listening discussions: need to listen and respond to views of others (flagged in revised functional skills)</li> </ul> <p>Maths- thematic approaches to: geometry in the wider world- religious art</p>
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<p>SMSC (PSHE Umbrella)</p>	<ul style="list-style-type: none"> <li>• Morals and human rights</li> <li>• Risk and Managing risk</li> <li>• Change and resilience</li> <li>• Power – link to bullying, persuasion, coercion.</li> <li>• Protected characteristics; including - The Equality Act, age</li> <li>• disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Pregnancy and maternity.</li> </ul>	<ul style="list-style-type: none"> <li>• Religion</li> <li>• Morals and human rights</li> <li>• Identity</li> <li>• Diversity and Equality</li> <li>• Protected characteristics; including - The Equality Act, age</li> <li>• disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Pregnancy and maternity.</li> <li>• Citizenship in action – developing proactive and responsible citizens – project designed to create a benefit of change to society</li> </ul>	<ul style="list-style-type: none"> <li>• PiXL Edge tasks (e.g. organise a charity event)</li> </ul> <p>Various coverage in the Mentoring Programme, such as:</p> <ul style="list-style-type: none"> <li>• Earning respect</li> <li>• Self respect</li> <li>• Disagreeing with others</li> <li>• The impact of our words</li> <li>• Positive and negative impact of social media</li> <li>• A bespoke session to be planned for as part of the Mentoring Programme</li> <li>• Empathy &amp; Sympathy</li> <li>• What makes us human</li> <li>• Helping others</li> </ul> <p>Assemblies. Student voice.</p>	<ul style="list-style-type: none"> <li>• Potential Science coverage on pregnancy where necessary on specification.</li> <li>• English AQA poetry cluster: power and conflict.</li> <li>• Animal Farm and An Inspector Call: the use and abuse of power. Human rights (Eva Smith)</li> <li>• AQA Book 1 fight for Freedom addresses race/gender/power politics.</li> <li>• Skills for Writing Unit 6 Utopia and dystopia.</li> </ul>
<p>Health and Well being (PSHE Umbrella)</p>	<ul style="list-style-type: none"> <li>• Emotional literacy</li> <li>• Emotional well-being</li> <li>• Transition and dealing with change</li> <li>• Exam and Assessment stress- study techniques</li> <li>• Mental Health</li> <li>• Growth mind-set</li> <li>• Effects of poor lifestyle choice; Addiction, substance abuse, smoking</li> <li>• Cancer awareness</li> <li>• Obesity, exercise</li> <li>• Dieting</li> <li>• Healthy eating</li> <li>• Personal hygiene</li> <li>• Balancing work and leisure</li> <li>• Digital resilience - Media portrayal of people and body image</li> <li>• Recognising and reducing risk, minimising harm and strategies for getting help</li> <li>• Self-harm</li> <li>• Eating disorders</li> </ul>	<p>N/A</p>	<p>Some PiXL Edge tasks (e.g. organise a sporting event)</p> <p>Various coverage in the Mentoring Programme, such as:</p> <ul style="list-style-type: none"> <li>• Stress</li> <li>• Self Esteem</li> <li>• The effect of social media</li> <li>• Mindset</li> </ul> <p>Assemblies. Student voice.</p>	<p>Science: Lifestyle: Alcohol, smoking, obesity, exercise, heart disease, healthy eating, cancer and mutation</p> <ul style="list-style-type: none"> <li>• Covered in Academic Coaching</li> </ul>

<p>Living in the wider world (PSHE Umbrella)</p>	<ul style="list-style-type: none"> <li>• Recognising own core values and goal setting</li> <li>• Enterprise skills</li> <li>• Transferrable skills</li> <li>• Discrimination – community and work place</li> <li>• Critical thinking</li> <li>• Extremism</li> <li>• Intolerance</li> <li>• Honour based violence</li> <li>• Recognising a cult</li> <li>• Use of social media- networking skills, online reputation and social networking</li> <li>• How social media can distort situations of issues</li> <li>• Legality on image sharing</li> <li>• Harassment and legal consequences</li> <li>• Rights and responsibilities</li> <li>• Managing money and debt</li> <li>• Managing impulses and gambling</li> <li>• Cybercrime</li> </ul>	<ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Managing money and debt</li> <li>Critical thinking</li> </ul>	<p>Assemblies. Student voice.</p>	<ul style="list-style-type: none"> <li>• English: AQA Book 1 fight for Freedom addresses race/gender/power politics.</li> <li>• Maths: money management, best buys, rates of pay</li> </ul>
<p>Careers</p>	<ul style="list-style-type: none"> <li>• Recognising own core values and goal setting</li> <li>• How strengths and qualities can change - how this links to future employability</li> <li>• Rights and responsibilities at work</li> <li>• Work place behaviours and interview skills</li> </ul>	<ul style="list-style-type: none"> <li>• Rights and responsibilities of employers and employees</li> <li>•</li> </ul>	<p>1 careers session per term in the Mentoring Programme</p> <p>Careers programme has extensive planning included.</p> <p>Careers week. Featured in ‘themed weeks’. Year 11 Programme.</p> <p>Assemblies and Student voice.</p>	<ul style="list-style-type: none"> <li>• Cross curricular links from all departments highlighting potential careers and skillsets.</li> </ul>

Note: Eating disorders, self-harm are covered in Oakfields through Occupational Therapy work as an inpatient  
A Mental health nurse covers Consent, sexual health, diseases etc for pupils in Oakfields