

OUR AIMS AND INTENTIONS

We want our students to value learning, and to develop in to happy and healthy adults who are positive contributors to our local and global communities.

We recognise that we serve some of the most disadvantaged areas in the country and that many students join us with gaps in their cultural capital and wider world knowledge, as well as with lower reading ages and smaller vocabulary banks.

Through an integrated approach consisting of Citizenship, RSE, PSHE, SMSC, Careers, our elective curriculum and an extensive enrichment programme, we hope to equip students with the knowledge, resilience, empathy and analytical skills needed to confidently make their way in modern Britain.

Safe

- High expectations of behaviour
- Consistent routines for students and staff
- Early identification of risk and effective intervention
- PSHE programme adapted to meet needs
- Lessons aligned to pastoral support

Engaged

- High expectations of learners
- Common learning cycle
- Positive praise culture
- Shared learning journeys
- Curriculum experiences , elective curriculum and enrichment offer

Kind

- Learning Behaviours Curriculum
- Tolerance and mutual respect central to PSHE curriculum
- Constantly modelled in conversations
- DoE, CCF, School of Sanctuary, student leaders

CURRICULUM DESIGN

A carefully sequenced and spiralling personal development curriculum which builds knowledge and understanding over time and in an age appropriate manner.

Mapping ensures that all statutory elements of the RSE and Citizenship National Curriculum, protected characteristics and British Values are covered.

Adaptive and addresses contextualised safeguarding risks and other local needs including issues identified on CPOMS.

All curriculum areas contribute to students' personal development.

Careful consideration is given to opportunities to develop SMSC and cultural capital. Identified on SoL, made explicit to students on Why This Why Now slides.

KS3 DEAR an example of all learning activities contributing.

PERSONAL SKILLS

Development of all aspects of SMSC in PSHE lessons and across school curriculum, in particular aligned with teaching of British Values, including empathy for others and an understanding of respectful and age appropriate relationships.

Critical thinking, tolerance, an awareness of importance of oracy, and confidence in articulating their point of view is built over time, particularly through votes for school sessions.

Ability to reflect and be self-aware built, especially through the use of case studies.

Resilience built across curriculum by setting high expectations, providing timely feedback, removing scaffolding over time, sharing learning journeys and celebrating individuals' successes. Opportunities to be leaders.

IMPLEMENTATION

PD provision mapped by DEEP Experience teams.

PSHE curriculum designed by Trust Lead. Reviewed by Trust Director of Experience and Trust Director of Safeguarding. Quality assurance of delivery by School PD lead & wider SLT.

Key knowledge revisited in connects and assessments.

Additional support for SEND to ensure accessibility for most vulnerable learners.

KS3 One hour of PSHE, Votes for Schools, assembly, One Trust Rule (OTR).

KS4 Half hour PSHE, Votes for Schools, assembly, OTR.

KS5 Half hour of PSHE, Votes for Schools, assembly, two Futures sessions.

Curriculum experiences, elective curriculum, enrichment offer.

Gatsby Benchmarks all met.

INTENDED IMPACT

Students will be aware of physical and non-physical risks in the world, and how to stay safe in and out of school.

Students will have positive attitudes to learning.

Students will be tolerant and respectful members of our community.

Students will contribute positively to the school and the local communities.

Students will be aware of the wide range of opportunities available to them and know how to access next steps in education and careers.

Students will develop existing interests, will visit places they have never been before and will try activities they have never done before, mixing confidently in different social groups as they do so.