

Sir Harry Smith Community College Curriculum

Our curriculum is designed to support our Mission and Values, it is shaped by the belief that every student will have access to a great curriculum that encourages, motivates, and inspires students to love learning and develop a deep knowledge of curriculum content.

Our Values and the Curriculum

Pursuit of excellence	An engaging and challenging curriculum with the highest quality of learning and teaching that stretches and develops students' aspirations.
Valuing people	A curriculum that meets the needs of every individual learner and encourages all students to develop relationships based on mutual respect and understanding in order to make a valued contribution to the school and the wider community.
Achievement	A curriculum that supports all students to acquire the knowledge and skills necessary to attain the qualifications which best prepare them for post 18 opportunities and future careers
High quality learning experience	Through our curriculum students develop a life long love of learning and the necessary skills to be confident, resilient, responsible and ambitious learners.
Extending the boundaries of learning	Through the curriculum and beyond, provide the highest holistic educational experience for all students. Each individual student will have the opportunity to enjoy a varied range of academic, cultural, artistic, physical and social activities that enhance and extend the curriculum; including providing a range of opportunities for spiritual, moral, social and cultural (SMSC) education that instils the values of the College and our community.

Curriculum Intent: The college believes that the personal development of young people is essential to their health, safety, understanding of relationships and society, and achievement as individuals within society. As such, Skills for Life lessons aim to provide students with the skills and knowledge that will help them to become well rounded individuals, well equipped for life in modern society.

School Values	Curriculum Focus	Term 1 – Autumn Term Y10	Term 2 – Spring Term Y10	Term 3 – Summer Term Y10
High Quality Learning Experience	Literacy Skills and Key Vocabulary	Body image, media, influence, social media, advice, FOMO, abortion, pro-choice, pro-life, FGM, mental health.	Tobacco, cigarettes, alcohol, responsibility, illegal drug including different types and categories, personal safety, first aid, protected characteristics, equal opportunities, payslip, income, tax, tax code, deduction, money, budget.	Human rights, employment, employment law, employee protection, trade union, budgeting, savings, loans, interest rate, APR, financial product, account, savings, financial organisation, bank, ethics.
Pursuit of Excellence	Knowledge and Skills	<p>What is body image?</p> <p>What influence can the media have on young people?</p> <p>What is media and what influence can it have?</p> <p>To think about why people ignore social media advice.</p> <p>To examine the dangers of trying to fit in on social media and how 'See it, Stop it, Sort it.' can help.</p> <p>What is an abortion?</p> <p>Why do women choose to have an abortion?</p> <p>Pro life and pro choice points of view.</p>	<p>You will look at how cigarette companies have acted and how they make and sell cigarettes.</p> <p>You will examine the responsibility you have to others when using alcohol.</p> <p>You will look at a range of drugs and their effects</p> <p>What do we need to know about personal safety and first aid?</p> <p>What are Protected Characteristics?</p> <p>What does 'equal opportunities' mean?</p> <p>How do I understand payslips and deductions?</p>	<p>Do we still need the Human Rights Act in the UK today?</p> <p>Employment law, employee protection and trade unions</p> <p>How can I successfully manage my money?</p> <p>The importance of budgeting.</p> <p>How can I successfully manage my money?</p> <p>Savings, loans and interest rates.</p> <p>How can I successfully manage my money?</p> <p>Using the right financial products for you.</p>

		<p>FGM – what is it, why is it so serious and what can we all do to help?</p> <p>How can we keep good mental health and cope successfully with stress?</p>	<p>How do I stay in control of my money?</p>	<p>How can I successfully manage my money?</p> <p>Accounts, savings, loans and financial organisations.</p> <p>How can I successfully manage my money?</p> <p>Making and checking transactions</p> <p>Making Ethical Financial Decisions</p>
	<p>Subject specific pedagogy</p>	<p>Scheme of work is fully planned out over the five years to run through, revisit and build up the detail and information on the range of topics, to put the most important aspects into students long term memory.</p> <p>Theme for the week is a discussion only based activity, designed to get students thinking deeply and sharing views.</p> <p>Topics are personal and can need sensitive handling to ensure student benefit fully.</p>	<p>Scheme of work is fully planned out over the five years to run through, revisit and build up the detail and information on the range of topics, to put the most important aspects into students long term memory.</p> <p>Theme for the week is a discussion only based activity, designed to get students thinking deeply and sharing views.</p> <p>Topics are personal and can need sensitive handling to ensure student benefit fully.</p>	<p>Scheme of work is fully planned out over the five years to run through, revisit and build up the detail and information on the range of topics, to put the most important aspects into students long term memory.</p> <p>Theme for the week is a discussion only based activity, designed to get students thinking deeply and sharing views.</p> <p>Topics are personal and can need sensitive handling to ensure student benefit fully.</p>
<p>Extending the boundaries of learning</p>	<p>Cultural Capital and beyond the curriculum</p>	<p>The subject by it's nature looks beyond the curriculum as it is real world based in the topics covered, rather than being a traditional academic subjects. There are also assemblies with internal and outside speakers, activities such as restart a heart day, themes tie in like Black History Month and safer corridors,</p>	<p>The subject by it's nature looks beyond the curriculum as it is real world based in the topics covered, rather than being a traditional academic subjects. There are also assemblies with internal and outside speakers, activities such as restart a heart day, themes tie in like Black History Month and safer corridors,</p>	<p>The subject by it's nature looks beyond the curriculum as it is real world based in the topics covered, rather than being a traditional academic subjects. There are also assemblies with internal and outside speakers, activities such as restart a heart day, themes tie in like Black History Month and safer corridors,</p>

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Achievement	Assessment	PEEL marksheet used which gives students a guide as to what is needed, structured marking for staff and also a direct link to what staff give for progress checks.	PEEL marksheet used which gives students a guide as to what is needed, structured marking for staff and also a direct link to what staff give for progress checks.	PEEL marksheet used which gives students a guide as to what is needed, structured marking for staff and also a direct link to what staff give for progress checks.
Valuing People	How our curriculum meets the needs of every individual	Differentiated learning objectives. Keywords in place. Common SOW for all students, adapted by staff and SSD. Range of activities with visual learning, scaffolded written work and discussion based activities.	Differentiated learning objectives. Keywords in place. Common SOW for all students, adapted by staff and SSD. Range of activities with visual learning, scaffolded written work and discussion based activities.	Differentiated learning objectives. Keywords in place. Common SOW for all students, adapted by staff and SSD. Range of activities with visual learning, scaffolded written work and discussion based activities.