

## 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 Y8	Term 2 – Spring Term Y8	Term 3 – Summer Term Y8
High Quality Learning Experience	Literacy Skills and Key Vocabulary	Personal safety, first aid, vaccination, anti-vaxxer, public health, dentist, decay, gum disease, consent, pornography, exploitation, sexting, explicit, LGBTQ+, civil rights.	Mental health, body image, grooming, online safety, bullying, banter, relationships, credit, debit, debt, finance, phishing, scam, PIN, mental wellbeing.	Tobacco, cigarettes, alcohol, illegal drugs including different ones, legal, class A, B and C drugs, government, voting, parliament, local government, community, council, democracy, election.
Pursuit of Excellence	Knowledge and Skills	<p>What do we need to know about personal safety and first aid?</p> <p>Who are ‘anti-vaxxers’ and how is this movement a danger to public health?</p> <p>To understand the importance of teeth</p> <p>To understand that sugar causes decay</p> <p>To reflect on good habits to prevent gum disease and dental decay</p> <p>What is consent and why is it so important we learn about it?</p> <p>Why is pornography so dangerous?</p> <p>What is ‘sexting’ and why should I be bothered about it?</p>	<p>How can we keep good mental health and a positive body image?</p> <p>What is online grooming and how can we recognise the warning signs?</p> <p>Bullying or banter – what is and what isn’t acceptable?</p> <p>How can we keep safe and positive relationships?</p> <p>How can I understand credit and debt?</p> <p>How do I keep my finances secure?</p> <p>How can my money choices affect my mental wellbeing?</p>	<p>Why must we be so careful of cigarettes and alcohol?</p> <p>Drugs, risks and the law – what do I need to know</p> <p>How dangerous are drugs and what are the different types?</p> <p>How does the British government work?</p> <p>What is local government? Who makes decisions about our community and how can we get involved?</p> <p>How does the British Parliamentary system work?</p> <p>Democracy, voting and elections. How does it all work and how do I get involved?</p>

		LGBT rights – but there’s still so much to be done		What are the origins of British Democracy?
	<b>Subject specific pedagogy</b>	<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>
<b>Extending the boundaries of learning</b>	<b>Cultural Capital and beyond the curriculum</b>	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, plus we have groups attached like Prism – our LGBT group and student voice.	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, plus we have groups attached like Prism – our LGBT group and student voice.	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, plus we have groups attached like Prism – our LGBT group and student voice.
<b>Achievement</b>	<b>Assessment</b>	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.

<b>Valuing People</b>	<b>How our curriculum meets the needs of every individual</b>	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.