

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 Y11	Term 2 – Spring Term Y11	Term 3 – Summer Term Y11
High Quality Learning Experience	Literacy Skills and Key Vocabulary	Unhealthy, consequence, healthy lifestyle, healthy living, active, exercise, parenting, fertility, reproductive health, sexual activity, STI including different types, unforeseen consequence, safe sex, condom, contraception, sexual health, loving relationship, family relationship.	Respectful relationship, abusive relationship, domestic violence, mindfulness, mental health, revision, stress, coping strategy.	
Pursuit of Excellence	Knowledge and Skills	<p>What are the consequences of not living healthily?</p> <p>What do we mean by a 'healthy lifestyle'?</p> <p>Healthy Living Introduction</p> <p>How can I commit to a healthy life?</p> <p>Living a healthy, active life and exercising</p> <p>Being a new parent – what is this like and why can it be so challenging?</p> <p>What do we need to know about fertility and our reproductive health?</p>	<p>Exploring what respectful relationships involve and starting to identify what a respectful relationship does not involve.</p> <p>Look at what is important in relationships and how to spot the signs of an abusive relationship.</p> <p>Learning about domestic violence, its prevalence and where to get help if you or someone you know is experiencing domestic violence.</p> <p>What is mindfulness? How can it help us with our mental health?</p> <p>How can I successfully revise and prepare for my exams?</p>	GCSE Exams

		<p>To understand how sexual activity and lifestyle choices can lead to unforeseen consequences and lifestyle choices through infections such as HIV.</p> <p>You will look at, and discuss, the places you can go for help on a range of sexual health issues.</p> <p>You will look at loving and family relationships and consider how these can go wrong and how to spot this.</p>	<p>You will examine ways of coping with exams and revision strategies</p> <p>You will examine ways of coping with exams and revision strategies</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</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</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</p>

		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.	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.	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.
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.