

## 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 Y7	Term 2 – Spring term Y7	Term 3 – Summer term Y7
High Quality Learning Experience	Literacy Skills and Key Vocabulary	Aspiration, potential, self-esteem, balanced diet, nutrition, different food groups i.e. protein, food labels and contents, tobacco, alcohol, peer pressure, toxic friendship.	Puberty, sex, contraception, condom, relationship, romantic relationship, dating, hygiene, body odour, culture, identity, community, prejudice, stereotype, homophobia, disability, discrimination.	British Value, democracy, rule of law, individual liberty, tolerance, personal development, employability, skills, entrepreneur, enterprise.
Pursuit of Excellence	Knowledge and Skills	<p>How can we be aspirational students and reach our full potential?</p> <p>Why do we need self esteem and how do we build it up?</p> <p>How can I keep a balanced diet?</p> <p>Healthy meals, food groups and nutrition.</p> <p>How do I know if I'm eating healthily?</p> <p>Reading our food labels and recognising dangers</p> <p>To examine tobacco and see its effects.</p> <p>To examine alcohol and see its effects.</p>	<p>What is puberty?</p> <p>What happens when I go through puberty?</p> <p>What do I need to know about sex?</p> <p>What is a condom and what are the reasons to use them?</p> <p>What will it be like when I have a romantic relationship?</p> <p>What do I need to know about dating?</p> <p>How can I have excellent personal hygiene?</p>	<p>To understand the history of democracy and how democracy works.</p> <p>To understand why the Rule of Law is an important value for Modern Britain.</p> <p>You will examine the ideas behind all four values for modern Britain</p> <p>You will look in more detail at Individual Liberty</p> <p>Taking control of my future – Personal development planning</p> <p>Employability – preparing for and nailing the job interview</p>

		<p>Peer pressure– why is it so powerful and how can we overcome it?</p> <p>Maintaining genuine friendships and avoiding toxic ones.</p>	<p>You will understand what makes up your local identity and who influences this and your community.</p> <p>Evaluate the meaning of prejudice and stereotyping.</p> <p>Examining homophobia and stereotypes.</p> <p>To assess the social attitudes towards disability.</p>	<p>What does it mean to be an entrepreneur?</p>
	<p><b>Subject specific pedagogy</b></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><b>Extending the boundaries of learning</b></p>	<p><b>Cultural Capital and beyond the curriculum</b></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>

		plus we have groups attached like Prism – our LGBT group and student voice.	plus we have groups attached like Prism – our LGBT group and student voice.	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.