

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 Y9	Term 2 – Spring Term Y9	Term 3 – Summer Term Y9
High Quality Learning Experience	Literacy Skills and Key Vocabulary	Relationship, media, influence, negative relationship, abuse, abusive relationship, British Values, sex, sexual intercourse, selfie, consent, child pornography, distribution of child pornography, social media, bullying, empathy, rights and responsibilities.	Sex and sexual relationship, sexual intercourse, contraception, STI's including names of different types, symptom, teenage pregnancy, pregnancy, parenting, equality, sexism, gender, prejudice, homophobia, bullying, discrimination, stereotyping.	Discrimination, religion, belief, racism, cultural identity, environment, healthy lifestyle, eating disorder, including different types, bullying, mental health, resilience.
Pursuit of Excellence	Knowledge and Skills	<p>What is a relationship?</p> <p>Do you think the media changes the way we see relationships</p> <p>What makes a relationship negative?</p> <p>What can you do if you are in a negative relationship?</p> <p>What can you do to help someone in a negative relationship?</p> <p>To understand what British values are</p> <p>To respond to a real-life scenario using British values to inform your actions</p> <p>When is sex appropriate?</p>	<p>To discuss the reasons people have sex</p> <p>To understand the basic mechanics of sex</p> <p>To understand the different types of contraception</p> <p>You will look at STI's, what they are, what different ones there are and their symptoms, and how they are passed on</p> <p>You will the effects that teenage pregnancy and looking after a baby as a result can have on your lives – both as mum or dad</p> <p>How everyone has the right to be treated equally</p>	<p>What is religious discrimination and why does it still happen?</p> <p>To understand what racism and discrimination is.</p> <p>To examine cultural identity.</p> <p>You will consider how your environment promotes a healthy lifestyle.</p> <p>How can we recognise and prevent developing eating disorders?</p> <p>How can we prevent online bullying?</p> <p>How can we keep good mental health and be resilient?</p>

		<p>Is it illegal to send a naked Snapchat?</p> <p>Why might you want to end a relationship?</p> <p>What can you do when you've lost a friend?</p> <p>Why must we be so careful with social media?</p> <p>Anti bullying and staying safe.</p> <p>To consider how it feels to be unsafe and develop our empathy for people in a difficult situation.</p> <p>To understand what is meant by rights and responsibilities when we are talking about bullying.</p> <p>To discuss how young people being bullied can be supported</p>	<p>Sexism and gender prejudice – what is it and is it still such an issue today?</p> <p>Homophobia and homophobic bullying</p> <p>Prejudice and Discrimination: Stereotyping</p> <p>How to use the internet safely</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>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>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>

		Topics are personal and can need sensitive handling to ensure student benefit fully.	Topics are personal and can need sensitive handling to ensure student benefit fully.	Topics are personal and can need sensitive handling to ensure student benefit fully.
Extending the boundaries of learning	Cultural Capital and beyond the curriculum	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.
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.