

## **Curriculum Summary 2017-18**

**Our classes** are organised as follows:

Class 1: Younger students, usually Years 5-7

Class 2: Older students, usually Years 8-9

Both of these classes has a “base” teacher for English (literacy) and mathematics (numeracy), which are the first two lessons of most days. They will also have this teacher for other subjects, depending on the teacher’s specialisms. For the rest of the time the classes will move to other teachers for a range of subjects.

Class 3 (Bridge): A nurture-based class for students of any age who need to develop the essential skills for learning.

Class 4: A new class for students who manage better with a limited number of adults. These students are likely to have been out of education before coming to Hampden House.

Intervention: Identified students are given additional support one-to-one and in small groups away from their main class, to help them make accelerated progress in literacy and numeracy.

**Our curriculum** is based on the National Curriculum and consists of:

- English
- Mathematics
- Science
- Art
- Computing
- Drama
- Food Technology
- Geography
- History
- Music
- Physical Education (PE)
- Personal Social and Health Education (PSHE) including Citizenship
- Religious Education (RE)
- Resistant Materials
- Teamwork and Personal Development in the Community (BTEC)

We have adapted our plans across the curriculum so that they include tasks and challenges that contribute to nationally recognised awards accredited by ASDAN. Boarding students also have the opportunity in care time to earn additional points towards these qualifications.

Our curriculum offer is further enhanced by extended learning opportunities in the form of:

- Horse riding for selected students
- Forest Schools for the younger students
- Nurture sessions

Subject	<b>English</b>
Core Aims	<p>Our core aims are that students succeed in English and become proficient in reading, writing and speaking and listening so that they can move on to the next stage of their education confidently.</p> <p>We aim to encourage good habits in reading, writing, speaking and listening, while always keeping at the forefront that English is both rewarding and enjoyable. Students read regularly and write their own stories and articles’, underpinning this are explicit grammar lessons to support their understanding of how our language works and is constructed as well as individual spelling targets.</p> <p>When students join the school they are fully assessed in all areas of literacy. This allows for gaps in their knowledge and understanding to be addressed. Regular assessments provide opportunities for tracking progress and ensuring students are working at the correct level for them to be challenged but still make progress. Individual support and personalised learning programmes support student development.</p>
Topics	<p>Literary and non-literary materials are used in equal measure. We aim to cover as many genres from as wide a time line as possible. This list provides an example of texts although where possible links are made across the curriculum with History and Science and may therefore be subject to change.</p> <p>Zathura by Chris Van Allsburg  A Christmas Carol by Charles Dickens  Skellig By David Almond  Macbeth- Shakespeare  Poetry- including poetry from other cultures  Adverts and Advertising  Biography and auto biography  Crime and punishment</p>
Skills and Knowledge	<p><u>Reading</u>  Apply their knowledge of phonics, prefixes, suffixes and root words to read and understand the meaning of new words.  Demonstrate an understanding of what they have read  Read an increasingly wide range of texts  Discuss and evaluate text referring to choice of language and impact on the reader- challenge the ideas of others</p> <p><u>Writing</u>  Spelling use known strategies to spell words (as well as using dictionaries)– (at an individual level)  Write legibly, fluently and at an increasing speed  Write their own stories and develop their creative and imaginative skills – (plan, write and edit)  Write a range of other narrative and non- narrative texts- eg letters, diaries  Use accurately and understand an increasing range of grammatical terminology- (individual)</p> <p><u>Speaking and listening</u>  Speak confidently in a group by taking part in discussions and giving short presentations to the class.</p>

Social, moral, spiritual and Cultural	Cultural poetry Introduction to a range of literacy texts. Explanation of moral issues raised in texts. Understanding of techniques used by writers (e.g. advertisers) to manipulate readers.
British Values	War poetry, famous British authors. Promotion of mutual respect and tolerance through exploration of a range of texts.
ASDAN Links	<p><u>Identity</u> Handling discussions, negotiations and criticism. Looking Ahead – Job adverts – personal qualities</p> <p><u>International</u> Value the links we have with other people and places. Challenge 17 Discussion about countries visited and wish list</p> <p><u>Citizenship</u> Reading the Newspaper. Looking at ways different papers report the news.</p>

Subject	<b>Maths</b>
Core Aims	<p>Our core aims are: that students succeed in Maths and develop a deeper understanding of the key concepts ready for the next stage of their education. That they are able to use their mathematical knowledge across the whole curriculum with confidence, can use and apply mathematics in practical tasks, in real-life problems, within mathematics itself and that they are able to work on problems that pose a challenge.</p> <p>We aim to ensure Maths is fun, achievable and real to life. Much of the work will relate to real life experiences so that students are able to see the connection, and importance of maths in lessons.</p> <p>When students join the school they are fully assessed in mathematics. This allows for gaps in their knowledge and understanding to be addressed. Regular assessments provide opportunities for tracking progress and ensuring students are working at the correct level for them to be challenged but still make progress.</p>
Topics	<p>Students should develop mathematical knowledge through consolidating and extension of topics, and by introducing new mathematical topics when age and ability appropriate. The lessons are differentiated to cater for each individual students needs, and varied to accommodate a range of learning styles, with practical work, group work and some Ict lessons being used.</p> <p>The subject content will meet the requirements of the National Curriculum and is based on the Key Stage 2 and 3 National Strategy Framework for teaching Mathematics. There are four main areas of Mathematics addressed: The curriculum throughout KS2 and KS 3 covers 4 main of maths; area, number, algebra, data and shape.</p> <ul style="list-style-type: none"> <li>• Number and Algebra – this focuses on calculations and introduces abstract reasoning and problem-solving</li> <li>• Shape, Space and Measures – this helps develop spatial awareness</li> <li>• Data Handling – in a world ruled by data, this helps develop the representation and analysis of data.</li> <li>• Functional Maths - this focuses on applying all of the above areas but in real life context including problem solving</li> </ul>
Skills and Knowledge	<p>All skills and knowledge expectations will be individualised and will be addressed to a greater or lesser extent than stated:</p> <p>Number and place value- addition, subtraction, multiplication and division.  Recognition and use of fractions  Measurement-including conversion between imperial and metric measurements, using scales, temperature, volume and capacity. Time and timetables.  Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.  Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p>

	<p>Shape and Geometry</p> <p>Identification of 2D and 3D shapes including properties of reflection, rotation and symmetry.</p> <p>Recognise that shapes with the same areas can have different perimeters and vice versa</p> <p>Recognise when it is possible to use formulae for area and volume of shapes</p> <p>Calculate the area of parallelograms, triangles and rectangles</p> <p>Describe positions on the full coordinate grid (all four quadrants)</p> <p>Draw and translate simple shapes on the coordinate plane, and reflect them in the axes</p> <p>Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>]</p> <p>Draw 2D shapes using given dimensions and angles</p> <p>Recognise, describe and build simple 3D shapes, including making nets</p> <p>Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons</p> <p>Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius</p> <p>Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles</p> <p>Statistics- Handling Data</p> <p>The ability to construct a variety of charts and tables as well as extract information presented in interpret and construct pie charts and line graphs and use these to solve problems</p> <p>Calculate and interpret the mean, mode, range as an average</p>
Social, Moral, Spiritual and Cultural	Collaboration, sharing and comparing work, group skills.
British Values	
ASDAN Links	<p><u>Personal Finance</u></p> <ul style="list-style-type: none"> <li>• What money is</li> <li>• Managing money</li> <li>• Spending money</li> <li>• Credit and debit</li> <li>• Pensions, insurance, mortgages</li> <li>• Saving, investing and aid</li> </ul>

Subject	<b>Science</b>
Core Aims	To ensure that students: <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding through the disciplines of biology, chemistry and physics</li> <li>• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them</li> <li>• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li> </ul>
Topics	<ul style="list-style-type: none"> <li>• Space</li> <li>• Electricity</li> <li>• Cells</li> <li>• Plants and photosynthesis</li> <li>• Habitats, ecosystems and environments</li> <li>• Light</li> <li>• Rocks and Weathering</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• secure understanding of knowledge and concepts</li> <li>• observing over time;</li> <li>• pattern seeking;</li> <li>• identifying, classifying and grouping; comparative and fair testing (controlled investigations);</li> <li>• researching using secondary sources</li> <li>• physical processes</li> <li>• chemical reactions</li> <li>• energy transfer in different contexts</li> <li>• evolution and survival</li> </ul>
Social, Moral, Spiritual and Cultural	Collaboration; sharing results and comparing; appreciation of nature.
British Values	Science and religion, for example different views on evolution and creation. Environmental activism and different views on fracking and fossil fuels.
ASDAN Links	<u>Environment</u> Challenges 5-7 (Natural Disasters) and Challenges 21-23 (Natural Resources) World environment issues. Challenge 1 and 2 – learn about things that affect the world environment.

Subject	<b>Art and Design KS2 and KS3</b>
Core Aims	<p>Art, craft and design embody some of the highest forms of human creativity. The art and design curriculum should engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.</p> <ul style="list-style-type: none"> <li>• Produce creative work</li> <li>• Explore their own ideas</li> <li>• Record their experiences</li> <li>• Become proficient at drawing, painting, sculpting</li> <li>• Become proficient at general art, craft and design techniques</li> <li>• Evaluate and analyse creative works using artistic language</li> <li>• Know about great artists, craft makers and designers</li> <li>• Understand historical and cultural developments of art forms</li> </ul>
Topics	<p><b>Materials</b> – Texture, pattern, experimenting. Create visual texture using different marks and tools. Create patterns motifs with repeated mark making.</p> <p><b>Painting:</b> Watercolours. Conduct an in-depth analysis of a watercolour painting. Comment on the form, line, technique and other observations. Form and discuss opinions. Create a sketch book - begin to use artistic language.</p> <p><b>Painting</b> – Acrylic. Critically evaluate and edit (paint over their work). Recreate a well-known piece or an element of the piece. Try to use the colour wheel to use “harmonious colours” and “contrasting colours”.</p> <p><b>Printing-</b> use a variety of methods to experiment with printing natural objects.</p> <p><b>Photography-</b>Capture images in nature to use as a source of inspiration for sculpture and painting.</p> <p><b>Sculpture-</b> Experiment, form, plan, create and evaluate a sculpture. Incorporate form, pattern, and texture. Use a wide variety of tools and refine skills. Evaluate and edit using artistic language</p> <p><b>Drawing</b> – charcoal, pencil Use a variety of techniques to create form and texture i.e. shading and perspective.</p> <p><b>Artists, architects and designers in history</b> Continuously refer back to artists, architects and designers in history for inspiration or comparison.</p>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Use a range of techniques to record observations in sketchbooks, journals and other media as a basis for exploring their ideas</li> <li>• Use sketchbooks to review and revisit ideas</li> <li>• Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>• Consider great artists, architects and designers in history</li> <li>• Increase their proficiency in the handling of different materials</li> <li>• Use a range of techniques and media</li> <li>• Understand the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.</li> <li>• Analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work</li> </ul>

Social, cultural, moral, spritual	Trips to local and national art galleries. Study of artists from a range of cultures.
British values	Studying British artists. Respect for different viewpoints and perspectives.

Subject	<b>Computing</b>
Core Aims	To ensure that students: <ul style="list-style-type: none"> <li>• can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation;</li> <li>• can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems;</li> <li>• can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;</li> <li>• are responsible, competent, confident and creative users of information and communication technology.</li> </ul>
Topics	Algorithms and instructions HTML & CSS (Web design) Javascript and other programming languages History of computing E-Safety
Skills and Knowledge	Students will be able to use: <ul style="list-style-type: none"> <li>• HTML and CSS to format a webpage;</li> <li>• Javascript and JQuery to add interactive elements to a website;</li> <li>• Ruby On Rails or Python to create a web app.</li> </ul> Students will gain knowledge of the applications of computing in the real world, and the history of computing.
Social, Moral, Spiritual and Cultural	Online safety and social networking. Benefits and drawbacks of the internet.
British Values	Story of Alan Turing (tolerance) Use of computers to calculate votes (democracy) How do the police use computing (rule of law)
ASDAN Links	Identity Challenge 1: Build a webpage about yourself <u>Citizenship</u> The internet – look closely at the internet and how it is becoming more important in our lives. Challenge 56, 57, 58.

Subject	<b>Drama</b>
Core Aims	<p>Drama at Hampden House is entirely practical, with a focus on improvisation supported by drama games and exercises. Through these, students learn performance techniques, developing and extending their creativity to be able to make and perform pieces together.</p> <p>In order to achieve this, students also learn to improve and enhance their group and team skills such as turn-taking, listening and responding, sharing, co-operation and compromise. These, combined with increasing confidence in performance and independence as learners, help to develop students' resilience and self-esteem. All of these are key skills for future learning and employment.</p>
Topics	<p>Ghost stories  Fantasy  Spy story  A Christmas disaster  How to survive school  Frozen and moving pictures</p>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Using still images (frozen pictures) to structure a narrative</li> <li>• Basic Stage fighting techniques</li> <li>• Basic mime and physical theatre</li> <li>• Stage awareness</li> <li>• Being an audience</li> <li>• Using body language, movement and voice to convey character</li> <li>• Developing and sustaining a role</li> <li>• Group skills, including concentration and co-operation</li> </ul>
Social, Moral, Spiritual and Cultural	<p>Collaboration; group work; exploring others' experience; respecting feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; using a range of social skills; participating and cooperating; resolving conflict.</p>
British Values	<p>Students develop their self-knowledge, self-esteem and self-confidence; are encouraged to accept responsibility for their behaviour, show initiative, respect others; show tolerance and to understand how they can contribute positively.</p>
ASDAN Links	

Subject	<b>Food Technology</b>
Core Aims	<p>Cooking and nutrition</p> <p>Learning how to cook is a crucial life skill that will enable students to feed themselves and others affordably and well, now and in later life.</p> <p>As part of their work with food, students will be taught how to plan and cook and apply the principles of nutrition and healthy eating.</p>
Topics	<p>Healthy eating and nutrition- seasonal fruit and vegetables</p> <p>Cheap healthy snacks</p> <p>Using store cupboard basics to make a meal.</p> <p>Food from around the world- multicultural food</p> <p>Summer picnic food</p> <p>Seasonal celebrations eg Christmas- cakes, Easter eggs,</p> <p>Preparation for events such as the annual Bake-Off</p> <p>Cakes and baking</p>
Skills and Knowledge	<p>Understand and apply the principles of nutrition and health: Students will develop their knowledge and understanding of ingredients and healthy eating;</p> <p>Understand the source, seasonality and characteristics of a broad range of ingredients.</p> <p>Cook a range of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet.</p> <p>Become competent in a range of cooking techniques: for example by developing food preparation and cooking techniques;</p> <ul style="list-style-type: none"> <li>• Select and prepare ingredients;</li> <li>• Use utensils and electrical equipment;</li> <li>• Apply heat in different ways;</li> <li>• Use awareness of taste, texture and smell to decide how to season dishes and combine ingredients;</li> <li>• Apply a repertoire of knowledge, understanding and skills in order to design and make high quality products for a wide range of users -Adapt and use their own recipes.</li> <li>• Develop their knowledge of consumer food and drink choice;</li> <li>• Apply their knowledge to make informed choices;</li> <li>• Develop the creative, technical and practical expertise needed to perform everyday tasks confidently;</li> <li>• Evaluate and test their ideas and products and the work of others.</li> </ul>
Social, moral, spiritual and Cultural	<p>British food celebrations and traditions</p> <p>Food from different cultures</p>
British Values	<p>British food celebrations and traditions</p> <p>Appreciating foods from different cultures.</p>
ASDAN Links	<p><u>Healthy Eating</u> Challenge 5, 6, 7</p> <ul style="list-style-type: none"> <li>• Balanced diets</li> <li>• Vitamins, food groups</li> <li>• Devise a healthy diet</li> </ul>

- Prepare menus

International

Traditions and culture of other countries

Challenge 9 – Foods around the world

Prepare simple traditional meal

Subject	<b>Geography</b>
Core aims	Geography is divided into two areas: Human Geography-which is the study of manmade environments e.g. towns and Cities. Physical Geography-which is the study of the natural environment e.g. rivers, coast and mountains.
Topics	Map Skills, Weather and climate, a country profile, settlements. India/Japan. Natural disasters consisting of: volcanoes, Earthquakes, floods, tsunamis, avalanches and hurricanes. Ecosystems involving: rainforest, coral reef, temperate forest, savannah and artic Environment issues will focus on: rivers, coasts, erosion, glaciers, populations, Migrations, Development and globalisation. Energy, energy resources and renewable energy.
Skills and knowledge	The students will learn location knowledge and develop their place knowledge of both human and physical aspects of geography. They will develop their understanding of how towns and cities develop, and be aware of the resulting impact of human development both on our environment, and the ecosystems. They will also learn about how planning and future growth can be designed to be sustainable and environment friendly.
Social, moral, spiritual And cultural	Geography encourages questioning, investigation and critical thinking about issues affecting the world and people's lives. It inspires students to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.
British Values	Mutual respect and tolerance, by understanding the lives and circumstances of others. The students will also discover how our actions both as individuals and as a nation will affect the lives of other people around the world, and our future generations.
Cross Curricular Links	Geography and the skills learnt can be utilised to complete sections within the ASDAN course, under the Environment section. The students will research how natural disasters have affected different populations. They will also explain how charitable groups have helped those affected by those disasters. The students can also research environmental issues which can affect them and others, then present different methods to solve the issue through different media. The students will have the opportunity to combine and relate geography with maths, science, English, RE, history and technology when learning about the many different aspects of each topic which we will study.
ASDAN Links	<u>Environment</u> Natural disasters Challenge 5, 6 <u>International</u> Global citizenship To understand how we are all citizens of the world 3rd world and developing countries Challenge 15, 16

Subject	<b>History</b>
Core aims	History will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.
Topics	The students will be taught about the horrors of the Black death and the impact that it had on society and working rights and conditions. What caused the Great War? How did the nature of warfare develop in World War One? What impact did the Second World War have on soldiers and civilians worldwide? How did women eventually win the right to vote? The Suffragettes: were they terrorists or freedom fighters? Did Emily Davidson mean to become a Martyr? How did the Great war break the deadlock between them and the government, and prove once and for all that they had the right to vote?
Skills and knowledge	Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgments.
Social, moral, spiritual And cultural	History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
British Values	History also provides us with a collective memory; it gives us a sense of connection to place, time and community, and to the shared values which have been introduced and adopted which we hold dear in the UK. Our history has allowed us to develop an attitude of fair play and tolerance as we encountered other beliefs and cultures.
ASDAN Links	History and the skills learnt can be utilised to complete sections within the ASDAN course, under the Citizenship section. The children will research various challenges concerning discrimination and how this affects different cultural groups in society.

Subject	<b>Music</b>
Core Aims	<p>To ensure that students can:</p> <ul style="list-style-type: none"> <li>• perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;</li> <li>• learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;</li> <li>• understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
Topics	<ul style="list-style-type: none"> <li>• Keyboard skills</li> <li>• Music for special occasions</li> <li>• Music for Computer Games</li> <li>• Folk music</li> <li>• Superstars throughout history</li> <li>• Reggae</li> </ul>
Skills and Knowledge	<ul style="list-style-type: none"> <li>• Performance with the voice and with tuned and untuned instruments;</li> <li>• Composition and improvisation;</li> <li>• Listening to and understanding music from a range of styles;</li> <li>• Use of musical notations;</li> <li>• History of music.</li> </ul>
Social, Moral, Spiritual and Cultural	<p>Use of music in our own and other cultures including spiritual music.  Listening to and appreciating music from a range of cultural backgrounds.  Group work, turn-taking and leadership skills through ensemble music-making.  Listening to others.</p>
British Values	Respect for and tolerance of other cultures through studying world music.
ASDAN Links	International Challenge 8: Organise a 'Music from around the world' event.

Subject	<b>PE</b>
Core aims	In PE the students learn the benefits of being active through the participation of a wide range of different sports which will enable them to develop physically and build their self-confidence, personal health and fitness for the future. PE allows the students to build on their character; and support and enhance embedded values of fairness and respect. Students will also experience activities both on site and off site, through the Schools community links with outside agencies and organisations.
Topics	Students will experience a number of different sports and physical activities during PE. These include a range of invasion games, field games, net games, racket sports, ball games, fitness activities, batting and fielding games and athletics, team games and other recreational activities.
Skills and knowledge	In the activities students will learn about participation, team work and learn how to use a range of tactics and strategies to achieve positive results. This will involve learning through both direct competition and individual opportunities to aspire and succeed. The students will take part in various competitive sports and some activities outside of school. This will boost their confidence, self-esteem and their belief of 'I can do' attitude.
Social, moral, spiritual And cultural	Through participation in sporting events, the Students will develop a better understanding of collective and mutual responsibilities as team members; and as representatives of the school. Social skills will be developed, such as: communication and turn taking, sharing, managing differences, coping with and overcoming challenges, and learning to thrive through both defeat and success.
British Values	Fair play, having respect for others, adhering to rules, and tolerating differences.
ASDAN Links	PE and the skills learnt can be utilised to complete sections within the students ASDAN course under the sections of Health. <u>Keeping Fit</u> Challenge 13, 14, 15, 16 <ul style="list-style-type: none"> <li>• Working out training programmes to improve fitness</li> <li>• List activities for strength, stamina, suppleness</li> <li>• Carry out training programme</li> </ul>

Subject	<b>PSHE</b>
Core Aims	To provide students with: <ul style="list-style-type: none"> <li>• accurate and relevant knowledge;</li> <li>• opportunities to turn that knowledge into personal understanding;</li> <li>• opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities;</li> <li>• the skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.</li> </ul>
Topics	Learning to be together Learning about me Sex and Relationships Education Keeping yourself safe (including online safety and radicalisation)
Skills and Knowledge	<ul style="list-style-type: none"> <li>• self-reflection</li> <li>• Learning from experience to seek out and make use of constructive feedback</li> <li>• Setting personal goals</li> <li>• Making decisions (including knowing when to be flexible)</li> <li>• Active listening, Empathy and Communication</li> <li>• Team working and Negotiation</li> <li>• Self-regulation</li> <li>• Recognising and managing the need for peer approval</li> <li>• Self-organisation (including time management)</li> </ul>
Social, Moral, Spiritual and Cultural	Empathy, respect for others. Self-awareness including beliefs and morals.
British Values	The PHSE curriculum will: <ul style="list-style-type: none"> <li>• enable students to develop their self-knowledge, self-esteem and self-confidence;</li> <li>• enable students to distinguish right from wrong and to respect the civil and criminal law of England;</li> <li>• encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;</li> <li>• enable students to acquire a broad general knowledge of and respect for public institutions and services in England;</li> <li>• further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;</li> <li>• encourage respect for other people; and</li> <li>• encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.</li> </ul>
ASDAN Links	Health Challenges 26-28 (Sex & Relationships) Citizenship Challenges 1-4 (Nationality) and 8-9 (Bullying) and Challenge 32 (Local Government)

Identity

- Personal skills and qualities
- Who am I
- My education
- My interests and talents
- Family
- Record of achievement
- Forming opinions

Community

- Relationships
- Different qualities needed within successful relationships

Subject	<b>RE</b>
Core aims	To encourage students to acquire a greater knowledge and understanding of the beliefs and practices of the religions which not only shape their history and culture but which guides their own development. This will help the student to be more socially aware and confident in their own beliefs and values and the impacts their beliefs and values have on others.
Topics	Students study elements of Christianity, Judaism, Islam, Buddhism, Hinduism and Sikhism at KS3 and KS2
Skills and knowledge	RE aims to promote academic growth alongside spiritual, moral, social and emotional development. RE is taught at all key stages and students are encouraged to learn about as well as learn from religion, growing in and reflecting upon their individual faith journey, whilst considering their responses to contemporary issues. We introduce the study of individual religions through six themes: relationships, rights and responsibilities, power, space, time and communication.
Social, moral, spiritual And cultural	RE encourages pupils to develop their sense of identity and belonging. It helps them to flourish individually within their communities as citizens in a diverse society and global community. It plays an important role in preparing pupils for adult life, employment and lifelong learning. It fosters respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.
British Values	Tolerance, of those with different faiths and beliefs and for those without a faith.
ASDAN Links	RE and the skills learnt can be utilised to complete sections within the ASDAN course, under the Values section. The children will research different religions or visit a religious centre and then to use different media to present their findings. <u>Values</u> Respecting differences To raise awareness of issues related to discrimination and prejudice Challenge 1, 2, 3 <u>Religion</u> Understand how difference religious beliefs have the capacity to divide and unite people. Challenge 9, 10, 11

<b>Subject</b>	<b>Resistant Materials</b>
Core aims	Resistant Materials aims to develop both individual and interpersonal skills in designing and making products through the process of iterative design. The students will use a range of materials including: paper, card, recycled materials, wood, metal and some plastics to produce models and working prototypes.
Topics	The course will require the students to use a wide range of materials to develop their understanding of sustainability; and modern materials used to reduce waste and protect our environment. Students will be presented with a range of challenges, to provide them with an opportunity to show their problem solving skills; and demonstrate their practical hands capabilities.
Skills and knowledge	The process of this course will involve students learning aspects of research, design and making and evaluating their finished products. Assessment will be based upon the research completed, the designing undertaken and the making process and final evaluation of the end result. The students will learn and develop the following skills throughout the course: designing, making, evaluating, time keeping, problem solving and the importance of producing quality work.
Social, moral, spiritual And cultural	Resistant Materials provides an excellent introduction for further studies in construction, project management, engineering and design. It will also equip the students with a knowledge of sustainability, green design; and the wider importance of preserving our planet for future generations.
British Values	Resistant Materials promotes British values through the preservation of our environment and sustainable use of our raw materials.

Subject	<b>BTEC LEVEL 1 Award and Certificate in Teamwork and Personal Skills in the Community</b>
Core aims	The BTEC course aims to develop Teamwork and Personal Skills particularly in the Community.
Topics	Unit 1: Working as part of a team Unit 2: Working towards goals Unit 3: Maintaining health and wellbeing in the outdoors Unit 5: Navigation using map and compass Unit 7: Welcome visitors Unit 8: Working as a Volunteer Unit 9: Developing citizenship through an organisation Unit 10: Planning and participating in an event Unit 15: Preparing for expeditions
Skills and knowledge	This course will explore the need for rules and what would happen without them. Planning team and individual activities. Working with others in a positive way. Listening and effective communication skills. Planning and achieving goals. Be able to look out for themselves and others in outdoor and sometimes difficult situations. Receiving visitors appropriately. Working in a community to support others. Developing citizenship through organisations.
Social, moral, spiritual And cultural	By learning to work with each other despite our differences and indeed realising that those differences often mean that by using other skills and working as a team, much more can be achieved. Self-evaluation is encouraged throughout the course to look at strengths to build on and areas to improve.
British Values	Students develop their self-knowledge, self-esteem and self-confidence; are encouraged to accept responsibility for their behaviour, show initiative, respect others; show tolerance and to understand how they can contribute positively; to understand not only their rights but their responsibilities to their community.

## **ASDAN Life Skills**

Health - Personal Care – Teeth, Skin, Hair  
Challenge 1, 2, 3, 4

Health Challenge 8 Healthy Eating - Obesity

Health – First Aid  
Challenge 19, 20, 21  
Visit from First Aider  
Research basic first aid

Environment – Local environment.  
Challenge 9, 10 Improve environment in school plan and carry out an idea.

### Being Green at Home and care

Understand how environment awareness begins at home  
Challenge 13, 15  
Recycling project – carry out project to help conserve and recycle resources.  
Challenge 28, 29

Enterprise – Challenge 16  
A mini enterprise project – plan set up and solve problems as they arise (also care)

## **ASDAN: Care**

Health – Sports in the community  
Challenge 17 – indepth study of local facilities

Health – Road and transport safety  
How to conduct yourself safely as a pedestrian – road user and make you aware of safety on a railway track.  
Challenge 22, 23, 24, 25

Health – Help and Advice  
Challenge 37 visit Citizens Advice – Find out how they can help  
Challenge 36 GP Surgery – Find out how they can help

Environment Challenge 7 – Relief work, charities

### Community

Local facilities Challenge 9  
Challenge 12, 13, 14 Local issues – to raise awareness of local issues

Helping others Challenge 21, 22, 23 – Make an active contribution to your community