

Vale of Evesham School Programme of Study for KS4/5

Date: September 2019
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KS4/5 Curriculum Manager: Laura Webster

Rationale

KS4/5 programmes of study contribute to the Vale of Evesham School ethos of valuing and including each individual in the school community. In Upper School we aim to provide opportunity for students to develop skills for independence and resilience for adulthood.

English and Maths

Through selected programmes we aim to provide all students opportunity to build confidence, skill and knowledge for the application of English and Maths.

Keystage 4 students follow an accredited syllabus appropriate to their needs.

Keystage 5 students follow Asdan Lifeskills Challenge and Functional Skills programmes for English and Maths. English and Maths are taught and integrated into other curriculum areas and college to provide constant opportunity for development.

Keystage 4			
ELC	Autumn	Spring	Summer
Yr10	<u>Entry 1</u> – Reading	<u>Entry 1 and Entry 2</u> – Speaking	<u>Entry 2</u> - Grammar and Punctuation
	<u>Entry 1 and Entry 2</u> - Receiving and Responding to Information	<u>Entry 1 and 2</u> - Writing	<u>Entry 2</u> - Reading
Yr11	<u>Entry 2</u> - Spelling		
	<u>Entry 3</u> – Grammar and Punctuation in Practical Use	<u>Entry 3</u> –Speaking to Communicate	<u>Entry 3</u> –Writing Composition Skills
	<u>Entry 3</u> – Reading Comprehension	<u>Entry 3</u> –Using Listening and Responding Skills	
<u>Entry 3</u> – Spelling in Practice			

Keystage 4 PPQ			
	Autumn	Spring	Summer
Yr10	Developing Writing Skills		Developing Reading Skills
Yr11	Providing Personal Information		Engaging with the world around you : People

Keystage 5 Literacy through Functional Skills and Lifeskills Challenge

Autumn Focus: Enterprise	Spring Focus: Careers	Summer Focus: Transition and Celebration
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<p>Communication Answer the phone correctly Take verbal messages Make a telephone call Be able to relay personal information Give a talk to small group</p> <p>Written Communication ❖ Write a form of personal details ❖ Write informal letter/message/note ❖ Write a letter asking for information/complaint/thanks ❖ Address an envelope correctly ❖ Book / film review / story for children</p> <p>Interpreting/Handling Written Graphical Information ❖ Use alphabetical order ❖ Use a dictionary ❖ Use a telephone directory ❖ Use the Yellow Pages ❖ Read and use a timetable</p>	<p>Communication ❖ Talk to a group about subject of interest, eg work experience ❖ Use telephone to gain information ❖ Mobile phone / text messages</p> <p>Written Communication ❖ Write a formal letter ❖ Write a business letter</p> <p>Interpreting/Handling Written Graphical Information ❖ Read a newspaper to gain information ❖ Recognise and use simple abbreviations ❖ Read and understand advertisements ❖ Write an advertisement ❖ Use a shopping catalogue</p>	<p>Communication ❖ Listen to the radio/ TV to gain information ❖ Interview someone and take notes of replies</p> <p>Written Communication ❖ Write a letter of application ❖ Complete an application form for a college course/job ❖ Complete an application form for a driving licence</p> <p>Interpreting/Handling Written Graphical Information ❖ Use an index, contents page ❖ Use an encyclopaedia or reference book ❖ Use the public library – Dewey system ❖ Read and use timetables for journeys</p>
<p>Continuing work throughout..... Communication – Express basic needs, feelings and opinions. Take part in discussions and present main findings. Written Communication – Improve handwriting (joined). Improve punctuation:- capital letters, full stops, commas, question marks, speech marks. Understand plurals. Improve grammar correctly using nouns, verbs, adjectives, adverbs. Respond to written/graphical instructions/directions.</p> <p>Interpreting/Handling written graphical information Use and extend phonic knowledge. Read books and improve reading/comprehension skills. Improve understanding of spelling patterns.</p> <p>Qualifications – Where appropriate students will be working towards Functional Skills English or PPQ units.</p>		
<p>Year 2 Above programmes to be revisited and further developed extending individual skills and understandings</p>		

Keystage 4 Maths

Year 10/11	Autumn	Autumn	Spring	Spring	Summer	Summer
ELC component units (all units to be assessed through task assessments submitted to exam board for approval prior to completion)	Number-including units covering-Evidence gathered Yr11 Number (E1, 2) Whole Numbers (E3) Addition (E1,2,3), Subtraction (E1,2,3)Multiplication (E2,E3) Division (E3)	Data Handling-including units covering-Evidence gathered Yr11 Represent Data (E1), Collect and Represent (E2) Recording and representing Data (E3)	Shape, Space and Measure-including units covering-Evidence gathered Yr11 Length, Width and Height (E1) Length (E2) Weight and Capacity (E2) Measure (E3) Measuring Distance and Length (E3)	Number-including units covering-Evidence gathered Yr11 Money (E1,2, 3), Decimals (E3) Fractions (E2, E3)	Shape Space and Measure-including units covering-Collect and Evidence Y10 Shape and Space (E1, E2,E3) Time (E1,2, 3)	Data Handling-including units covering-Collect and Evidence Y10 Sort and Classify (E1) Extract and Sort Data (E2) Extract and Interpret Data (E3)
PPQ programme Accredited unit	Measure Developing number skills (2 credits) (Yr10)		Understanding what money is used for Sequencing and sorting Sequencing and sorting (3 credits) (Yr11)		Shape Position	
AQA Unit award Units (only suggested units)	Number unit 1: 10274 (lower) Number unit 1: 10275 (higher) Number unit 2: 10277 (lower) Number unit 2: 10278 (higher)		Money unit 1: 80521 (lower) Introduction to money unit 1: 71490 (lower) Time: Days, months and seasons unit 1: 83212 (lower) Calendars and time: 10283		Recognising simple shapes: 71041 (lower) Properties of simple 2D shapes: 72163 (lower) Shape and space: 10286 (higher)	

	<p>Measuring using a ruler with support: 79308 (lower) Measuring length or height using non standard units: 81593 (lower)</p> <p>Basic measure 88170 (higher) Measuring using a ruler with support: 79308 (lower) Measuring length or height using non standard units: 81593 (lower) Basic measure 88170 (higher)</p>	<p>(higher)</p> <p>Sorting according to two criteria: 81596 (lower) Sorting skills: 82682 (lower) Sequencing activities: 86769 (lower)</p> <p>Mathematical sequences: 90406 (higher)</p>	<p>Shape and space: 10287 (higher)</p> <p>Positional words: 82679 (lower)</p>
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Keystage 5 Numeracy through Functional Skills and Lifeskills Challenge

Year Group	Autumn Focus: Enterprise	Spring Focus: Careers	Summer Focus: Transition + Celebration
1	<p>Time</p> <ul style="list-style-type: none"> ❖ Read and use a timetable – personal, hours, opening ❖ Read and use a diary ❖ Tell the time <p>Money</p> <ul style="list-style-type: none"> ❖ Give and check change ❖ Carry out money calculations ❖ Compare prices on a survey <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Measure by weight/volume ❖ Interpret and use charts/graphs ❖ Properties of 2D shapes ❖ Angles <p>Number</p> <ul style="list-style-type: none"> ❖ Rules of addition and subtraction 	<p>Money</p> <ul style="list-style-type: none"> ❖ Use a balance sheet ❖ Know how to open a bank account, understand a bank statement, how to pay in, withdraw, write a cheque, cash card ❖ Costs of running a vehicle, tax, insurance, fuel, repairs <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Estimate, compare and measure by length using simple plans ❖ Calculate perimeter and area ❖ Understand properties of 3D shapes <p>Number</p> <ul style="list-style-type: none"> ❖ Rules of multiplication ❖ Halves, doubles ❖ Fractions and decimal fractions 	<p>Time</p> <ul style="list-style-type: none"> ❖ Read and use a calendar <p>Money</p> <ul style="list-style-type: none"> ❖ Understand that there are different methods of payment, ie cash, cheque, credit, HP <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Revise symmetry ❖ Understand clockwise/anticlockwise ❖ Estimate, compare and measure temperature ❖ Measure for clothing, know sizes <p>Number</p> <ul style="list-style-type: none"> ❖ Rules of division ❖ Percentages
2	<p>Time</p> <ul style="list-style-type: none"> ❖ Telling the time <p>Money</p> <ul style="list-style-type: none"> ❖ Read and understand bills, receipts, wage slips ❖ Work out a budget for a holiday <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Conduct a consumer survey of a product and interpret graphically <p>Number</p> <ul style="list-style-type: none"> ❖ Revision of addition and subtraction 	<p>Money</p> <ul style="list-style-type: none"> ❖ Estimate costs of independent living ❖ Work out weekly budget Buy from different sources, eg mail order, second hand, vending machines <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Revise perimeter and area Estimate, compare and measure by weight/volume <p>Number</p> <ul style="list-style-type: none"> ❖ Revision of Multiplication and division 	<p>Time</p> <ul style="list-style-type: none"> ❖ Read and use a timetable – bus, train, journeys <p>Money</p> <ul style="list-style-type: none"> ❖ Calculate costs of a journey ❖ Find out about different savings accounts, bank, building society, post office <p>Shape, Space, Measures</p> <ul style="list-style-type: none"> ❖ Estimate, compare and measure distance <p>Number</p> <ul style="list-style-type: none"> ❖ Revise fractions, decimal fractions, percentages
<p>Continuing work throughout.....</p> <p>Time – Using and applying language of time. Use of a timer. Money – Pay for items and simple calculations involving money. Shopping.</p> <p>Number – Using and applying maths in everyday problems, eg mapping, sorting, ordering, number patterns, odd/even numbers, tables, calculator, 1-1 correspondence, understanding of causes, effect.</p> <p>Shape, Space, Measures – Manipulation of objects, awareness of routines, comparative language, position and movement</p> <p>Qualifications – Where appropriate students will be working towards Functional Skills Maths or PPQ units (See separate plan).</p>			

Science

Rationale

Science is an important subject for our students as it encourages them to interact with, explore and gain understanding of themselves and their environment. It is taught by specialist teachers at KS4 and 5.

Students currently follow one of two accreditation pathways – Edexcel Entry Level Certificate at KS4 or “Explore Science” at KS4 and 5.

Edexcel Entry Level is assessed by externally set tests.

Explore science is a programme of hands-on activities and projects which are accredited through ASDAN Personal Progress Qualification and AQA Unit Awards.

Edexcel Entry Level Science (NSC0) – Single Award.

QN 603/0396/7

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Year A Sept 2016 etc	Biology 1A – Cells, genetics, inheritance and modification Cells, Genetics, Inheritance and		Chemistry 1A – Atoms, compounds and states of matter Atomic structure, The		Physics 1A – Forces, movement and energy Motion, Forces, Energy	

	modification	periodic table, Ionic bonding, Covalent bonding, Metallic bonding, States of matter	
Year B Sept 2017 etc	Biology 1B – Health, disease and the development of medicines Disease, Prevention and medicines, Health	Chemistry 1B – Separating mixtures, breaking down substances, acids and metals Methods of separating and purifying substances, Breaking down ionic compounds, Acids, Metals	Physics 1B – Waves and radiation Waves, Electromagnetic spectrum, Atoms, Radiation

Explore Science – AQA Unit Awards and ASDAN PPQ

	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Year A	Ready to go! (PPQ - Developing independent living skills: being healthy)		What's Inside (PPQ- Engaging with the world around you: objects, Unit Award – Scientific Enquiry: What's Inside?)		Explore Boats and Water (Unit Award)	
Year B	Make It Work PPQ – Engaging with the world around you: Technology		Mixing and Changing (Unit Award)		Our Environment (PPQ – Caring for the environment),	Working safely (PPQ Developing skills for the workplace: health and safety)

ICT

In keystone 4 students follow OCR Entry Level Certificate in Information and Communication Technology programme which provides students with opportunities to become more familiar with practical applications in ICT and explore new and exciting ways of using new technologies. Students can also work with a variety of technologies, providing them with greater choice and making it more enjoyable for them to study. At the end of keystone 4 some students will achieve an Entry Level Certificate for their work.

In keystone 5 ICT is delivered through accreditation routes. Students are encouraged to apply ICT skills to record their learning and progress. ICT is also used to produce both written and multi-media samples.

Keystone 4			
	Autumn	Spring	Summer
Yr10	Using ICT: Practical Communication Task Candidates produce evidence encompassing the following ICT skills to fulfil a given task:		

	Working safely Hardware Software	Present Information Use of Files and Folders	Communicate Information Research Information
<u>Yr11</u>	<u>Short Task 1 & 2</u>		
	Candidates complete two Short Tasks, based on the following strands from the subject content: <ul style="list-style-type: none"> • Animation Skills • Control Skills • Database Skills • Digital Imaging Skills • Spreadsheet Skills • Video Editing Skills 		

Careers / Work Related Learning

The Work Related Learning Programme aims to support all students in a planned transition to post-school placement and reinforces the aims of the school. It is delivered within the school framework in a way which is complimentary to the work of the school careers advisors. We strive to develop each individual to reach their maximum level of independence. Careers education is seen as a continuous process which is relevant to the needs of the student and contributes to their development as individuals.

Skills. All students, (or, as appropriate, their parents, carers or enablers) will be encouraged and helped to:

- understand how they can make decisions about learning opportunities and plan towards post-school provision
- locate and use a careers library, careers resource area or gain access to information on social care provision and opportunities within Further Education
- identify where to find and how to use other sources of help and support, particularly external agencies
- work individually (with support, if required) and as part of a group
- write letters of application, fill in application forms and pursue post-school opportunities
- devise realistic targets
- state the strengths, weaknesses, preferences and future plans for themselves (or on behalf of the student in their care) in personal, academic, vocational or future care terms
- consider and select appropriate post-school opportunities

Attitude and Qualities. All students, within their capabilities, will be encouraged to have:

- a positive self-image, self-confidence or, where the constraints of disability impose limitations to these qualities, the knowledge that they are valued and cared for as individuals
- realistic aspirations (alternatively, the entitlement to be treated with respect and dignity and informed about what is being planned in their daily routine)
- a degree of self-awareness
- a degree of awareness of others
- some motivation to use their own initiative/initiate outcomes
- an awareness of their own capabilities and limitations
- a recognition of the value of making choices and, where appropriate, pursuing planned goals and pathways
- a recognition that, within their capabilities, they have to act on their own behalf and not

expect others to do everything for them

Work Experience Placements are organised, when relevant to the needs of individual, and supported by appropriate briefing, de-briefing and tutorial sessions using appropriate documentation.

College Links are arranged as part of the transition process, and are tailored individually to the needs and preferences of the pupils.

College Visits are arranged as required.

Social Education Centre visits are organised if appropriate as part of the transition to post-school provision.

Careers Sessions, Lessons and Interviews with the school Careers Advisors are part of a planned programme of Action Planning and guidance.

Careers/ Work related Learning

	Autumn	Spring	Summer
Year10	<p>Opportunity Awareness Module 1 Talentino (10sessions) What is work? What are a career / work / a job? The good things about getting a job. Pay and benefits that can come with a job. How would I feel when I work? Challenges that can be controlled. Challenges that influence finding a job. Role models to help overcome the challenges. Things that affect which job you choose. Understanding the language of work. What is Career Development?</p>	<p>Handling careers information Module 1/ Module 2 Talentino <i>(opportunity to complete outstanding module 1, start module 2)</i></p> <p>Work experience (where appropriate) World of work</p>	<p>Making choices Module 2 Talentino (11 sessions) There is a job for me! What sort of help will I need at work? How to ask for help at work. How I can help myself at work. How we can help each other to get a job. What jobs will there be in the future? What types of jobs are there? What type of career can you start yourself? Using the internet to find out more. Using career cards to find out more. Talking to specialists to find out more. What do I already know about careers?</p>
Year11	<p>Self awareness Module 3 Talentino (10sessions) What should I choose? Career Development What I am interested in. What is motivation? What do I not want to do? What am I really good at? Do I have a favourite type of career? Which job is for me? – My Career Goal. What is a plan? Why is planning important? How do you plan for a career?</p>	<p>Making Choices JED – job/career research</p> <p>Work experience (where appropriate) World of work</p>	<p>Making Transitions College links in 6th form – discuss/visit</p> <p>JED – job/career research</p>
Year12	<p>Bambino Talentino Module 4 Talentino (15sessions) I am ready for work! What training do I want when I have a job? What to say on a great CV Activities that help me stand out when I interview. What does the internet tell my boss about me?</p>	<p>Bambino Talentino JED – job/career research</p> <p>Work Related Skills Work experience / world of work project– preparation including interview skills, health/safety, log book, debrief, reports</p>	<p>Bambino Talentino Module 4 Talentino (15sessions) Review and complete</p>

	<p>Making sure I am clean. Feeling good about myself at work Working together to achieve a goal The importance of speaking and listening at work Being able to speak in front of lots of people Making sure I am organised Knowing how to use a phone at work. What is my network? How do I use my network? How do I build my network? Everyone can help each other.</p>		
Year13	<p>Bambino Talentino</p> <p>Module 5 Talentino (8sessions) Where do I find a job? What are employers looking for? How do I write a great CV? Practice applying for a job. What is an interview? What happens at an interview? What do I need to know for an interview? Practice interviewing for a job.</p> <p>Evaluate options- Visit local college of further education Compile a draft CV</p>	<p>Bambino Talentino</p> <p>Start work on Transition Pathways</p> <p>JED – job/career research</p> <p>Work Related Skills Work experience / world of work project– preparation including interview skills, health/safety, log book, debrief, reports</p>	<p>Bambino Talentino</p> <p>Making Choices and Transitions</p> <p>Complete Transition Pathways</p>

Years 12 & 13

Enterprise/ Bambino Talentino – Students will participate in enterprise projects forming an enterprise company at some point in the year. It will incorporate many career issues as well as providing cross curricular links with PSD/ Talkabout.

College Links – Where appropriate students will undertake a college link Vocational programme.

Work Experience – Some students will undertake additional extended work placements as part of their personalised timetable.

OCNWMR – Skills for Living Independently (Independent Living Skills ILS)

ILS units of study enable students to develop a range of different skills. Students are provided with opportunity to enhance the range of knowledge and skills that are needed to operate within the community, with particular emphasis on assessing and using services. This qualification may build on previous achievement of awards in specific areas, whilst enabling a more in depth look at some of the skills areas.

All cooking units are delivered by staff that hold a current Food Hygiene Certificate obtained through Worcestershire County Council. The certificate lasts for a 12 month period and staff must complete new training and certification at the end of this period if they intend to deliver further cooking units.

Award 6 Credits	Certificate 15 Credits	Diploma 37 Credits
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Autumn	Spring	Summer
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Keystage 4 Year A	Make a Simple Meal Entry level 1 /2/3 HD8/E1/NQ/020 Unit code D/507/2195 – Unit reference number 3 - Credit Value Carry out a Practical Activity Entry Level 1 HC4/E1/NQ/037 Unit Code F/507/2139 Credit Value 2	Living Safely in a Home Entry Level 1 HD8/E1/NQ/017 Unit Code Y/507/2177 – Unit Reference number Credit Value 1	Follow Instructions Entry 1/2/3 HC4/E1/NQ/038 – Unit Code R/507/2162 - Unit Reference number Credit Value - 2
	Keystage 4 Year B	Cooking Entry Level 1 HD6/E1/NQ/040 Unit Code Y/507/2146 - Unit Reference Number Credit Value 3	Food Safety and Storage Entry Level 1 HD8/E1/NQ/012 – Unit Code Y/507/2163 – Unit Reference Credit Value - 3

Personal Awareness HB1/E1/NQ/056 – Unit Code H/507/2229 – Unit Reference Number
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Asdan – Personal, Progress Qualification

Personal, Progress Qualifications span a wide range of achievement recognising smaller steps. Students achievement is recognised from the ability to encounter experiences to the ability to apply basic skills, knowledge and understanding. Qualifications are offered at Entry 1 and below.

This programme is delivered through units of study. Each unit has a credit value. 1 credit is equal to approximately 10 hours of learning. Students may achieve individual units, or they may achieve several units and accumulate the credits they gain to work towards a qualification.

Units can be combined to reach the total minimum credit value of the qualification.

- Students who accrue 8 credits will receive an Award qualification.
- Students who accrue 14 credits will receive a Certificate qualification.
- Students who accrue 37 credits will receive a Diploma qualification.

Students who accrue fewer than 8 credits will be awarded a unit certificate, provided they have met the full requirements of the unit.

Units of study are selected by teaching staff to offer a challenging learning programme tailored to meet the individual need of the learner.

Trinity College – Arts Award

Arts Award programme provides a great introduction to the arts, inspiring students to grow their arts and leadership talents. It offers opportunity for students to develop creativity and is accessible to all students operating at all levels.

Arts Award can be achieved at five levels. There are four qualification levels, Explore, Bronze, Silver and Gold and an introductory award level Discover.

Art Areas Recognised by Arts Award

- Performing Arts – music, dance, story telling, drama

- Visual Arts – craft and design, (drawing, textiles, painting, sculpture, architecture)
- Literature (Poetry, fiction, journalism, storytelling)
- Media and Multi Media (photography, film, video, web design, multimedia games design)
- New art forms and emerging Cultural Identity
- Combinations of the above

In keystages 4 and 5 students can access the Arts Award at the following 3 Levels

<p>Arts Award Discover Students discover the arts around them, find out about artists and their work and share their experiences with others, gaining a certificate at the end.</p>	<ol style="list-style-type: none"> 1. Participate in different arts activities 2. Share their discoveries with others 3. Record their progress in an arts log
<p>Arts Award Explore Students collect their arts experiences in an Explore arts log as they go along, recording what they find and enjoy. Explore Arts award is an Entry Level 3 qualification on the Regulated Qualifications Framework (RQF)</p>	<ol style="list-style-type: none"> 1. Take part in a range of Arts Activities and record what inspires them 2. To experience the work of artists and arts organisations 3. To create art work and share their work with others 4. To record their progress in an arts log
<p>Arts Award Bronze <i>Level 1 qualification on QCF</i> Students plan their work with their teacher, and keep a record by creating their own Arts Award portfolio. Their portfolio might be a folder, sketchbook, diary or video diary. Bronze Arts Award, a Level 1 award on the Regulated Qualifications Framework (RQF)</p>	<ol style="list-style-type: none"> 1. Participate in a range of arts activities as a participant and audience member 2. Research an artist that appeals to them 3. Share their skills with others 4. To record their activities in an arts portfolio

Silver and Gold levels are offered where appropriate on an individual basis to students operating at this advanced higher level.

Silver level – students plan their work with their teacher and keep a record by creating their own Arts Award portfolio. Students can pick their own style of portfolio – a diary, video, website blog – or something different altogether. Silver level has been designed for young people aged 14 to 25. Silver has two units – Unit 1: arts practice and Unit 2: arts leadership. Silver Arts Award, a Level 2 qualification on the Regulated Qualifications Framework (RQF).

Gold level – students plan their work with their teacher and keep a record by creating their own Arts Award portfolio. Students can pick their own style of portfolio – a diary, video, website blog – or something different altogether. Gold level has been designed for young people aged 16 to 25. Gold has two units – Unit 1: personal arts development and Unit 2: arts project leadership. Gold Arts Award is the highest level, at Level 3 on the Regulated Qualifications Framework (RQF)

Talkabout

This programme aims to support the development of social competence preparing youngsters for adulthood. It has a hierarchical approach where basic skills are taught first leading onto more complex skills as the basics are achieved. Students start at a level that is appropriate to their need and then progress through the programme. Students take part in range of activities and circle time/talking groups to work through and explore:

- Self awareness and self esteem
- Non verbal behaviour
- Verbal behaviour
- Friendship skills
- Assertiveness skills

Talkabout programmes supports students in the development of:

- Self esteem in the individual
- Building group rapport
- Teamwork
- Social responsibility
- Problem solving
- Positive behaviour
- Pupil independence
- Cultural diversity

Students have opportunity to develop independence and to develop a self regulating approach to managing self and behaviour.

Keystage 4

Talkabout for children programme delivered over a year and repeated in 2nd year to consolidate and further develop skills.

Autumn	Spring	Summer
Talking body language, talking faces	Talking bodies, Talking space, Talkabout talking, Talkabout speaking	Talkabout listening, Talkabout beginnings, Talkabout taking turns, Talkabout endings

Personal, Social and Health Education

(Please see separate PSHE/SRE/DATE policy for further information)

Through the delivery of PSHE we aim to:

Develop student moral knowledge and understanding about attitudes to right and wrong.

Develop student social competencies and qualities in order to play a full part in society.

Develop student cultural understanding of beliefs, values and customs.

Provide student with opportunities for spiritual reflection about worth and valuing of non-material aspects of life.

Develop student knowledge for keeping safe.

Develop knowledge about how to be healthy and maintain a healthy lifestyle.

PSHE is incorporated into daily aspects of the timetable including registration, breaktimes and lunchtimes, in addition to the wider curriculum. Opportunities are sought to implement above aims throughout the school day. Students have opportunity through student council to share their views and ideas with the wider school community. Classes make regular opportunity for students to discuss and communicate ideas, thoughts and emotions. Circle time activities are common practise within Upper School classes promoting and recognising the importance of student voice. It also provides opportunity for students to explore the management and skill of communication. Students use a wide range of methods for communication including, objects of reference, signing, symbol support, voca, communicate devices, verbal communication, body language, gesture and more according to individual requirements.

For PSHE students following accredited programmes of study are selected to suit personal need and ability. These accredited programmes include Asdan PPQ and PSD, Thrive, Talkabout, OCNWMR skills for living independently and skills for living and work.

KS4	Autumn	Spring	Summer
Year 1	Assertiveness	SRE Programme KS 4: Relationship	Making Safe Choices D.A.T.E Managing Risk
Topics and suggested accreditation	Self esteem Feelings and relationships	Understanding bodily needs Conception and contraception Sexuality and enjoyment	Keeping Safe

<i>units--- accreditation completed in accordance to ILP</i>	Personal care and hygiene First Aid and Safety First	Safe relationships and lifestyles How our bodies work Healthy eating Exercise Drugs awareness	www.childnet.com/pshetoolkit www.childnet.com/resources/be-safe-and-smart-inline
Asdan PPQ	Developing community participation skills; getting out and about Using community facilities and recognising a relationship with them.	Personal presentation; looking after personal health and awareness	Engaging with the world around you; getting on with people
OCNWMR units	Living Independently: Drug and alcohol awareness	Living independently: Living Safely in a Home	
Year 2 Topics and suggested accreditation <i>units--- accreditation completed in accordance to ILP</i>	Personal care and hygiene	SRE Programme KS 4: Relationship Understanding bodily needs Conception and contraception Sexuality and enjoyment Safe relationships and lifestyles www.saferinternet.org.uk/sexting https://goo.gl/3GwlxN Feelings and relationships Next Steps/ Transitions	D.A.T.E Giving and receiving support Keeping Safe www.childnet.com/pshetoolkit www.childnet.com/resources/be-safe-and-smart-inline
PPQ	Developing independent living skills: Looking after yourself	Personal presentation; looking after personal health and awareness Using interpersonal skills to contribute to positive relationships	Developing Independent Living Skills: Keeping safe
OCNWMR units	Living independently: Looking after own health and hygiene	Living independently: Personal safety	

KS5	Autumn	Spring	Summer
Year 1 Topics and suggested accreditation units--- accreditation completed in accordance to ILP	Self Awareness -Thrive Relationships Understanding changing nature of relationships Health Care of body Personal hygiene Safety/ Personal safety Information sharing- online safety www.childnet.com/pshetoolkit † www.childnet.com/resources/be-safe-and-smart-inline	Personal Safety Vaccination/immunisation Safety procedures in setting Safety/ DATE Drug Education How to deal with peer pressure Travel Travel training – individual programmes to support access to work experience/ volunteering placements – include awareness of risk assessments/ purpose	Sex Education Appropriate behaviour with regard to physical contact Managing relationships Human reproduction Pregnancy and childbirth Contraception Sexting www.saferinternet.org.uk/sexting https://goo.gl/3GwlxN

<p>Year 2</p> <p>Topics and suggested accreditation units--- accreditation completed in accordance to ILP</p>	<p>First Aid How to get help from services The functions of the National Health Service Spread and treatment of common ailments How to deal with minor accidents Basic first aid – School nurse</p> <p>Community Hospital/Health Centre Role and service provided by therapists and other medical professionals How to behave in a major accident</p> <p>Mental Health and Well Being - Thrive projects How to maintain well being/ strategies Local facilities/centres that support mental health</p>	<p>Trust/ Safety</p> <p>Website content (in general) School website/ class blogs Social media Communication online Internet safety Day</p> <p>www.childnet.com/trustme www.childnet.com/pshetoolkit www.childnet.com/resources/be-safe-and-smart-inline</p>	<p>Safety/ DATE Drug education (consolidate and develop knowledge from Yr1)</p> <p>Sex and Relationship Education Safe sex, contraception, hygiene Sexually transmitted infections Pregnancy and childbirth</p> <p>Relationships Understand processes of development in children Parenting Skills</p> <p>Sexting www.saferinternet.org.uk/sexting https://goo.gl/3GwixN</p>
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**Sex and Relationship Education (SRE incorporated into PSHE content please see above)
(Please see separate PSHE/SRE/DATE policy for further information)**

In SRE students are taught factual information about the human body and its changes appropriate to the age and individual stage of development of each youngster. This may include information about reproduction, control of fertility, safer sex, sexuality, sexual relationships and information about confidential helping services.

Opportunities are sought to clarify some of their attitudes towards friendships, sexuality and gender. Students are given opportunity to discuss some moral issues – hearing the points of view of others and respecting other people’s decisions, rights and bodies. In SRE students explore ideas about family, marriage, parenting and the ways in which people care for each other, and the benefits of stable relationships.

Factual information is taught in an objective, balanced and sensitive manner and to attempt to foster:

- A respect for self and others
- Non exploitation in sexual relationships, encouraging each to be sensitive to the needs and views of others
- A culture in which we explore rights, duties and responsibilities in relationships.
- An acknowledgement and understanding of diversity regarding religion, culture, sexual orientation, physical and mental ability and social class.
- Realistic discussion where appropriate about the effects of early sexual activity and society’s attitude towards this.

Drugs Education (DATE incorporated into PSHE content please see above)

Through Drugs education we aim to provide students with knowledge and skills and to develop attitudes to appreciate the benefits of a healthy lifestyle. To help students appreciate the dangers inherent in drug misuse and to relate this knowledge to their own actions both now and in their future lives. The programme aims to

- To increase knowledge and understanding of drugs and their effects by providing accurate information.
- To improve self knowledge, particularly in terms of risk taking.
- To promote positive attitudes to healthy lifestyles, to challenge and try to modify these when they may lead to behaviour harmful to health.

- To promote a sense of responsibility towards the use of drugs.
- To develop social skills such as making informed choices and resisting unhelpful pressures from peers and advertising.
- To promote a sense of responsibility towards the use of drugs.
- To identify sources of appropriate support.

Drugs education is taught through PSHE curriculum.

Parliament Studies/ Citizenship and Global Citizenship

Through the teaching of Citizenship and Global Citizenship we aim to equip students with the knowledge, understanding and skills to participate in society as sensitive, informed, critical, socially and morally responsible citizens, who can have an influence and can make a difference in their communities. Staff promote students self esteem, self awareness, self understanding, self confidence, self reliance and self discipline and ensure to provide equal opportunities to all pupils without regard to gender, both through individual classroom management and wider community engagement. Students find out about people who work in UK Parliament. They explore what MP's and members of the House of Lords do, finding out about their work and see how they help to make new laws. Students will look back through time to explore the history of the UK Parliament and discover how the building has survived fire, war and a secret plot to blow it up.

Staff support students to:

- develop moral knowledge and understanding about attitudes to right and wrong. To develop social competencies and qualities in order to play as full a part in society as is possible
- develop cultural understanding of beliefs, values and customs.
- provide opportunities for spiritual reflection about worth and valuing of non-material aspects of life.
- exercise responsible actions towards self and on behalf of others
- develop communication skills to enable students discuss, debate and express opinions on issues
- to show understanding of rights and responsibilities, government and democracy, identities and communities.

Students are encouraged to take regular responsibility for making a contribution/difference to their community. This is extended to the wider community and further to the global community for which students consider how they can make a difference. Students have opportunity to explore features of the wider and global communities, planning how to help humanity and will explore how to be a global citizenship.

Class teachers have responsibility for planning and delivering suitable programmes of study in line with long term planning topics.

Keystage 4	Autumn	Spring	Summer
Yr 10	Human Rights	Our World Global issues Local action	Taking part – planning a community event Europe Europe – who decides?
Yr 11	My country (How and why are laws made?)	The Media (Producing the News) Transition reports	Rights and responsibilities in the World of Work Managing Budgets (How the economy functions) Keeping Safe

Keystage 5 rolling programme: Autumn	Spring	Summer
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1	Identities and Communities <ul style="list-style-type: none"> ❖ Develop an understanding of local community ❖ An understanding of the diversity within the local community ❖ Having a responsibility in own community ❖ Research local organisations that support people. ❖ Research organisations/ charities that support people worldwide ❖ Fund raising for charity Rights and Responsibilities <ul style="list-style-type: none"> ❖ School council Parliament: Discover UK Parliament	Rights and Responsibilities <ul style="list-style-type: none"> ❖ Our community school and the surrounding area Identities and Communities <ul style="list-style-type: none"> ❖ Volunteering in the community ❖ Develop awareness of organisations that support people in need Parliament: The World around us	Identities and Communities <ul style="list-style-type: none"> ❖ School environment – horticulture, countryside code ❖ Read and interpret street maps ❖ Ordnance survey maps -plan a walk ❖ Social problems ie graffiti, vandalism, theft, drinking ❖ How we can help and care for the environment by recycling household waste and/ or buy environmentally friendly products, consider food miles Parliament: Understanding the World around us
2	Identities and Communities <ul style="list-style-type: none"> ❖ Our community and surrounding area ❖ Organisations that help the community ie HUB, Library, Police, Magistrates court, Rights and Responsibilities <ul style="list-style-type: none"> ❖ Homelessness Parliament: The Tower of Power	Rights and Responsibilities <ul style="list-style-type: none"> ❖ Our community school and the surrounding area Identities and Communities <ul style="list-style-type: none"> ❖ Volunteering in the community Parliament: Identities and communities	Rights and Responsibilities <ul style="list-style-type: none"> ❖ Drink driving, joyriding, vehicle theft, speeding and road rage Parliament: Understand Rights + Responsibilities/ Community Organisations
<p>Continuing work throughout.... Students will experience further awareness of global issues through review of global news, ie use of news websites, local and national newspapers, first news. Students will also have opportunities to take active part in senior student roles and school council, developing awareness of rights and responsibilities within the school community. (PPQ units – Getting on with other people/ Being a part of things)</p>			

Physical Education

Keystage 4 students currently follow the OCR Entry Level Certificate in Physical Education programme of study, leading to some students achieving an Entry Level Certificate for their work. This programme is made up of 100% internally assessed tasks and offers:

- A straightforward structure with clear focused content.
- A wide variety of practical activities to choose from
- Students are introduced to a range of sports enabling them to fully experience the subject
- Students explore 'where they fit in' with physical activity and sport and how to improve their performance.

Students explore practical performance and analysing performance. Practical performance provides 80% of total Entry Level Certificate and Analysis performance provides 20% of the total Entry Level Certificate.

Students study four activities, one team, one individual and then two others of their choice.

During the teaching of PE the following general requirements are embedded into the deliverance.

1 To promote physical activity learners are taught:

- the importance of being physically active
- to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance
- the need for personal hygiene in relation to physical activity.

2 To develop positive attitudes, learners are taught:

- to observe the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators
- the various roles within an activity
- they may be given the opportunity to lead within a practical activity, providing opportunities for others to participate
- to understand different roles with physical activities.

3 To ensure safe practice, learners are taught:

- to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competitions
- why particular clothing, footwear and protection are worn for different activities
- to warm up for and cool down from exercise. Learners' performance in each of their chosen practical activities is assessed using the Assessment Criteria.

In keystone 5 Physical Education is embedded into the Duke of Edinburgh programme and students work towards completing a Physical skills section. The Duke of Edinburgh programme encourages students to be active and to take a hands-on approach developing their independence and resilience.

In addition to the above many students access the school gym and follow individual programme according to individual need and ability.

Keystage 4			
	Autumn	Spring	Summer
<u>Yr10/Y11*</u>	Basketball Trampolining	Goal Ball Boccia Tag Rugby Hockey	Canoeing Athletics Rounders
	Fitness Training		
*Pupils will complete this course over the course of one year, however they will participate over two years with more of a focus on performance analysis, refereeing, and coaching in Y11.			

JASS

A universal and inclusive programme with a holistic approach to developing the confidence, resilience and self-esteem of young people. The aim is to provide an engaging, motivational and rewarding programme in which every student achieves celebrated success.

My Interests: students try a new hobby or pastime or to be accredited for something they are already doing. This section gives students the opportunity to develop a new skill, improve their self-confidence and learn how to set and achieve goals.

Get Active, Stay Active: Students get involved in sport or physical activity as a means of staying fit and developing a healthy lifestyle.

Me and My World: Students make links to their community and to get involved with things they care about. Students have opportunity to develop teamwork skills and contribute to the wider community.

Adventure: Students are encouraged to take part in outdoor activity to improve their interpersonal skills and self-confidence through, for example, problem solving or developing new skills.

Duke of Edinburgh Award (specific to Keystage 5 students)

The Duke of Edinburgh's Award programmes take between one to four years to complete, and students can complete sections up to their twenty-fifth birthday. The programmes are at three progressive levels which, if successfully completed, lead to a Bronze, Silver or Gold Duke of Edinburgh's Award. Students start this programme by working towards Bronze level. Students work with their teachers to select and set objectives in each of the following areas:

Volunteering: undertaking service to individuals or the community.

Physical: improving in an area of sport, dance or fitness activities.

Skills: developing practical and social skills and personal interests.

Expedition: planning, training for and completion of an adventurous journey.

To achieve Bronze award, students work on each section for a minimum period of time, and are monitored and assessed by an adult with knowledge of the chosen activities.

If all sections for Bronze are completed students progress to following a Silver D of E programme. The programmes enable students to explore and develop their independence, resilience, self awareness, helping others and communities, getting fitter, new skills, and development of a sense of achievement.

Each progressive level demands more time and commitment: Bronze level 3–6 months; Silver level: 6–9 months; Gold level: 12–18 months. Students are required to show regular activity and commitment to the award for the duration of their D of E programme.

College Link for Keystage 5 students

Keystage 5 students access an enriching college link provision at Pershore College. Students study a City and Guilds course, Skills for Living and Work.