

## Marshland Curriculum Overview

## Character and Culture

### Curriculum Intent

The personal development curriculum at Marshland High School enables all students to explore who they are, preparing them to build future success as active, caring and independent citizens, who have a positive impact on society. We build student knowledge and cultural capital to support high aspirations for all, empowering them to discover who they want to be while making safe and informed decisions about their own wellbeing. Our curriculum develops the character of students in line with Marshland's Core Values of kindness, respect, perseverance, responsibility and honesty.

### How does our curriculum build upon previous learning?

<b>KS3</b>	<p>At KS2, primary schools do not cover specific career paths. In PSHE sessions, they talk about what we'd like to do in the future and think about the fact that they need a good education. Students also explore ideas about their future choices and options and the skills needed to succeed at secondary school once they transition. We use this foundation of personal skills to build on for future choices.</p> <p>Further developing initial ideas on British values, core values and personal identity, our curriculum starts with the exploration of specific key skills including leadership, organisation and resilience in Y7. These skills then scaffold their approach to Y8 where they develop their communication skills. The end of Y8 focuses on future options starting with an overview of the variety of career paths available to them. In Y9 students build on these ideas by focusing on specific subjects available to them before they choose GCSE options, and continues right through their option choices. The year ends with developing competencies to apply their knowledge of core values, British values and competencies in a variety of fictional scenarios. Links are made to careers available within the Armed Forces.</p>
<b>KS4</b>	<p>Skills and competencies developed within KS3 become the foundation for student's 'Help You Choose' process where they consider their own strengths, weaknesses and goals to choose a career and higher education path that is both aspirational and suitable for their future. These topics are explicitly explored through the tutor program.</p>

What do students <u>do</u> with this knowledge or these skills?	How do we help students secure this knowledge in long-term memory?
<p>Students use a range of competencies to complete extended writing tasks to apply and cement their knowledge. Tasks focus on non-fiction transactional writing and articles to help with their knowledge of modern Britain and the world in which we live.</p> <p>Students also have specific lessons to log their competencies, interactions and skills onto Unifrog allowing them to monitor their own progress and development.</p> <p>They will use their knowledge of themselves to shortlist and explore career options on Unifrog to plan for HE and beyond.</p>	<p>Students use a range of recall activities to secure knowledge including:</p> <ul style="list-style-type: none"> <li>● retrieval practice and quizzes at the beginning of lessons</li> <li>● application of knowledge through extended writing</li> <li>● use of scaffolding in activities and questioning which is then slowly removed to boost independence</li> <li>● drawing upon prior knowledge and experience to successfully access and further their understanding of their personal development</li> </ul>

#### How does our curriculum align to the national curriculum?

Within Character and Culture lessons students develop a wide range of skills to support them in modern Britain and the wider world in which we live. Elements focus on promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and to prepare for the opportunities, responsibilities and experiences of later life. This is achieved through the exploration of their own personal strengths and weaknesses, as well as the skills required to succeed in a career and their personal life.

A key focus of our Character and Culture curriculum is to support our careers program. We strengthen the school's overall approach to the Gatsby Benchmarks through a consistent development of the competencies that are valued within businesses and further education. These skills are explicitly taught alongside our Core and British Values to ensure a stable and structured program.

#### How do we check student understanding and monitor progress?

At the beginning of each lesson, students complete a retrieval activity that links prior knowledge and understanding with current learning to ensure that any gaps can be addressed. Live marking takes place during the lesson when extended writing tasks are undertaken by students. This focuses on the skill or competency taught in the lesson as well as general literacy skills.

Students are also monitored during the year using Unifrog to check engagement and understanding. Formal assessments are not undertaken, however, as skills are assessed as competency based.

Curriculum sequencing			
Year	Autumn	Spring	Summer
7	<b>Leadership</b> <ul style="list-style-type: none"> <li>Leadership</li> <li>Teamwork</li> <li>Discovering competencies</li> <li>Time management</li> </ul> <p>Allow use of these leadership skills to create their own project.</p>	<b>Organisation</b> <ul style="list-style-type: none"> <li>Understanding soft skills and hard skills</li> <li>Organising competencies and experiences</li> <li>Enterprise short project</li> <li>Students explore ideas about starting up their own business idea and organising their presentations</li> </ul> <p>Allows students to show critical thinking required in the workplace to progress and grow.</p>	<b>Resilience / Initiative</b> <ul style="list-style-type: none"> <li>Analysis</li> <li>Creative thinking</li> <li>Independence</li> <li>Resilience</li> <li>Self-mastery</li> <li>Managing stress and anxiety.</li> </ul> <p>Build self-esteem and confidence with reflection at the end of the year to set targets for Y8</p>
8	<b>Oracy</b> <ul style="list-style-type: none"> <li>Developing Communication skills</li> <li>Developing Listening skills</li> <li>Introduction of Oracy project</li> <li>Self-assessment of Oracy levels</li> <li>Understanding the impact of Voice.</li> <li>Planning of implementation of voice</li> </ul> <p>Understanding of student's effect of their 'voice' links to school and British values. Allows them to verbalise and debate ideas on choices in a more effective manner</p>	<b>Communication</b> <ul style="list-style-type: none"> <li>Body language</li> <li>Rhetoric</li> <li>Vocabulary choices</li> <li>Structure</li> <li>Content</li> <li>Clarifying and Summarising</li> <li>Presentations</li> </ul> <p>Development of resilience and independence in preparation for option choices next year. Allows for greater discussion around the impact of their choices.</p>	<b>Future Options</b> <ul style="list-style-type: none"> <li>Creative Careers</li> <li>Language and Geography options</li> <li>Working in the NHS</li> <li>Link with NEACO</li> <li>Future option choices</li> <li>Working in the armed forces</li> </ul> <p>This will create a foundational understanding of how subjects can lead onto future careers ready for specific option focus at the start of Y9</p>
9	<b>GCSE Guidance</b> <p>Deeper exploration of the options that are available to them for GCSE. Students will understand the different career paths that the choices could give them in the future.</p>	<b>GCSE Options</b> <p>Deeper exploration of the options that are available to them for GCSE. Students will understand the different career paths that the choices could give them in the future.</p>	<b>Reflection and Values</b> <p>Students will build upon the work of the past three years on their competencies. They will apply different skills and how they can be important when exploring different career paths for the future.</p>

<b>Rationale for this sequencing</b>	<p>Each term is sequenced to use skills previously developed in a horizontal manner, for example, utilising leadership skills from Y7 to create a business idea, which in turn develops confidence and oracy skills in Y8.</p> <p>By the end of KS3, students develop a range of competencies, and experience a range of challenges to allow them to utilise their skills in preparation for the strength and independence required for KS4 and their GCSEs.</p> <p>Each term also encompasses a focus on student wellbeing; helping them to manage their own wellbeing as effectively as possible.</p> <p>By placing the subject focus at the end of Y8 and the start of Y9, students are equipped with knowledge of where different subjects could take them in their career including current labour market information surrounding each subject.</p>
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#### How does our curriculum prepare students for the transition to post-16 pathways?

The skills and knowledge acquired over three years allows students to be active participants in their future higher educational choices and situations, and to develop skills and experiences of careers available in modern Britain. Through our curriculum students will be more knowledgeable of future options available to them, and gain skills to be independent and focused with a knowledge of their own goals.

We foster wellbeing with the intention of students having a range of skills and knowledge to allow them to access KS5 safely and confidently.