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Swakeleys School for Girls

Key Stage 3 Subject Intent



Swakeleys School for Girls

Key Stage 3 English: Learning to love language and literature

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

LIGHTING FIRES – WE LOVE ENGLISH!

ADVENTURES IN POETRY – A RANGE OF POEMS TO DISCUSS AND RESPOND TO

AN INTRODUCTION TO GOTHIC FICTION – READING AND WRITING

LANGUAGE CHANGE OVER TIME – MIDDLE ENGLISH AND CHAUCER

INTRODUCTION TO SHAKESPEARE

LOOKING AT FICTION AND NON FICTION EXTRACTS - AUDIENCE AND PURPOSE

Year 8

CONTENT:

RESPONDING TO A WHOLE NOVEL

LANGUAGE CHANGE AND THE PRE NINETEENTH CENTURY TEXT

COMPARING A RANGE OF POEMS FROM ACROSS CULTURES

SHAKESPEARE AND THE GLOBE THEATRE– THE TEMPEST

LOOKING AT FICTION AND NON FICTION EXTRACTS - AUDIENCE AND PURPOSE

1) Intent: Wider key skills to develop through English

Extend vocabulary

Strengthen speaking skills & discussion

Read and appreciate a range of texts

Use and understand language according to audience and purpose

Improve and extend skills in written communication

Learn grammar and spelling rules to improve writing

ALWAYS have a reading book with you! Try and learn a new word every day!

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge – exploring how language works, considering how different texts are written, learning that texts reflect when and where they were written and that language changes according to context

Skills – how to write accurately and engagingly in a variety of ways, using accurate spelling and grammar, reading for meaning and inference, analysis and evaluation of texts, speaking with confidence

Understanding – writers' purposes, how structure and language affect texts, how to make links between texts



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Key Stage 3 Maths: Making it add up



2) IMPLEMENTATION: KEY TOPICS COVERED EACH YEAR

Year 7

CONTENT:

**CALCULATING WITH FRACTIONS,
DECIMALS AND PERCENTAGES**

ROUNDING AND ESTIMATING

ALGEBRA – SIMPLIFY, SUBSTITUTE & SOLVE

EFFECTIVE CALCULATOR USE

REPRESENTING DATA

Year 8

CONTENT:

PROBABILITY

CIRCLES

AREA & VOLUME

PYTHAGORAS

SIMILARITY & CONGRUENCE

The only way to learn mathematics is to do mathematics!

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge of properties of numbers, fraction decimal and percentage equivalences, angle rules, averages definitions, area formulae, the probability scale, laws of indices

Skills to include methods of calculation with all types of numbers, effective use of a calculator, perform algebraic processes (eg expand, solve, etc), calculate areas and volumes, perform transformations, calculate averages

Understanding which skill to use, explain reasoning, proof

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**1) Intent: Wider
key skills to
develop through
Maths**

Build enjoyment of
the subject

Develop written,
mental and calculator
methods of
calculation

Organisation

Communicate
mathematically

Select and apply
techniques to solve
problems

Reasoning

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Key Stage 3 Science: Imagine, invent, inspire

Observation



Curiosity

Impact 1: Knowledge
Basic scientific concepts in Biology, Chemistry and Physics

Communication



Maths skills

Working safely

Impact 3: Understanding
Apply knowledge to unfamiliar questions of varying difficulty, critically analyse

Intent: To help our students widen key skills

Implementation: What we will teach in lessons

Year 7	Year 8
<p>Being a scientist</p> <p>A scheme of work looking at lighting fires in students learning</p>	<p>Biology: Health and lifestyle, ecosystem processes, adaptation and inheritance</p>
<p>Biology: Cells, structure and function of body systems and reproduction</p>	<p>Chemistry: The periodic table, separation techniques, metals and acids and the Earth</p>
<p>Chemistry: Particles and their behaviour, elements, atoms and compounds, reactions, acids and alkalis</p>	<p>Physics: Electricity and magnetism, energy, motion and pressure</p>
<p>Physics: Forces, sound, light and space</p>	

Impact: Assessment and outcomes in Key Stage 3

Critical thinking



Creativity

Problem solving

Impact 2: Skills
Using specialised scientific equipment, performing calculations, drawing graphs to represent data, writing in a scientific manner to analyse findings

Teamwork



Practical skills

Impact 4: Enjoying science in Year 7?
Why not think about attending science club!

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Key Stage 3 Art: Crafting your creativity!

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

ELEMENTS OF ART

LINE, CONTOUR LINE, SHADE, TONE & TEXTURE

COLOUR THEORY

PORTRAITURE

POST-IMPRESSIONISTS

Year 8

CONTENT:

NATURAL FORM

ELEMENTS OF ART: LINE, CONTOUR LINE, SHADE, TONE & TEXTURE

SEA SCAPES

MEXICAN DAY OF THE DEAD

1) Intent: Wider key skills to develop through Art

Extend creativity through artwork.

Investigate different art themes

Evaluate and analyse creative works.

Improve and extend skills in painting, drawing, sculpture and other art and design techniques.

Art is everywhere! Engage with the art around you, consider content, form, process and mood!

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - to know about great artists, to evaluate and analyse creative works using the language of art and design.

Skills - to creatively explore ideas and record experiences. To become proficient in painting, drawing, sculpture and other art, craft and design techniques.

Understanding - to understand the historical and cultural developments of different artists, craft workers and designers art forms.

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Key Stage 3 Computer Studies: Competing with Technology

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1) INTENT: Wider key skills to develop through Computer Studies

Extend Vocabulary

Using and understanding key technical terms

E-safety

Improve skills in written communication

2) IMPLEMENTATION: What we will do in lessons

Year 7

CONTENT:

NAVIGATING COMPUTER SYSTEMS & PRESENTATIONS

E SAFETY

SEQUENCING INSTRUCTIONS

GRAPHIC MANIPLUATION

BASIC PROGRAMMING

CRYPTOGRAPHY

Year 8

CONTENT:

UNDERSTANDING COMPUTERS

PYTHON PROGRAMMING

SCRATCH PROGRAMMING

COMPUTER CRIMES AND CYBER SECURITY

USER INTERFACES

Coding Club > Compete in the Programming Competition!

3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge of how each program works and how to manipulate data to create a process, how to be safe when using the internet, how computers work behind the scenes and connect

Skills being able to write code accurately to execute an action,

Understanding how to write coding, how computer process and what is required for it to run effectively

Enjoying Computer Studies? Doing well? Why not think about choosing Computer Science as an option at KS4



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Key Stage 3 Design Technology

Design and make products that solve real and relevant problems within a variety of contexts.

2) IMPLEMENTATION: What we will do in lessons

Year 7:

1) INTENT:

DESIGN

Iterative process of designing and making

Identify and understand user needs

Identify and solve design problems

Cooking for people of varying needs.

MAKE

Specialist tools, techniques, processes, equipment, and machinery including CAD/CAM.

Use a range of equipment to cook safely.

Evaluate

Product analysis

New & emerging technologies

Test, evaluate, and refine ideas

Explore developments in technology and its impact.

An introduction to paper & boards	An introduction to textiles	An introduction to polymers	An introduction to food preparation & nutrition
<p>Context: paper engineering.</p> <ul style="list-style-type: none"> Making pop-up cards in a variety of designs using different types of mechanism. Study the work of other designers, carrying out product analysis on a variety of pop-up books. Working in small teams, design a pop-up book, based on a provided brief. Each team member will then produce a number of pages which will be assembled to create the final book. Processes used to make paper and board, the different types of paper, standard paper sizes and the processes used to turn paper and board into products. 	<p>Context: an environmentally friendly and sustainable cushion.</p> <ul style="list-style-type: none"> Taking inspiration from wildlife and, in particular, the plight of endangered animals. The source of textile fibres will be studied, with a focus on cotton and its impact on the environment. The 6 Rs of sustainability are also referenced. Students will use a template to cut fabric, apply some decorative techniques and use a sewing machine for basic sewing. Safe working practices are a continuous theme throughout the manufacturing process. 	<p>Context: students will design and make a mobile phone holder from sheets of polymer.</p> <ul style="list-style-type: none"> Generate design ideas through physical modelling using an iterative design approach. Use a CAD drawing to create a 2D layout of their design. This will be manufactured by CAM using a laser cutter. Use a strip heater to form the shapes of their phone holders. Learn about how polymers are made, the different types of polymer and their applications, new and smart materials and the processes used to make products from polymers. 	<p>Students will know:</p> <ul style="list-style-type: none"> The importance of a healthy and varied diet as depicted in The Eatwell plate and Eight tips for healthy eating that food provides energy and nutrients in different amounts; that they have important functions in the body; and that people require different amounts during their life how to taste and cook a broader range of ingredients and healthy recipes, accounting for a range of needs, wants and values

“Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep.”

3) IMPACT: Assessment & outcomes in Key Stage

Knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes

Skills: develop realistic design proposals as a result of the exploration of design opportunities and users’ needs, wants and values

Understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice

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Key Stage 3 Design Technology

Design and make products that solve real and relevant problems within a variety of contexts.

2) IMPLEMENTATION: What we will do in lessons

Year 8:

Exploring electronics	Exploring timber	Exploring textiles	Exploring food & nutrition
<ul style="list-style-type: none"> Electronics and systems thinking. Students will make a programmable alarm circuit and case that will activate when their bag is moved. Systems thinking as a design tool Customise the design of a provided standard circuit. Programme the circuits using flowchart software. Solder the circuit and produce a vacuum formed casing. Students will learn about electronic components, soldering and programmable systems. 	<ul style="list-style-type: none"> Manufacture a jewellery or storage box from timber. Consider the properties of materials and how materials are selected for an application. Use provided orthographic drawings to manufacture the boxes, using a variety of workshop tools and equipment. Learn about where wood comes from, different types of wood and manufactured board, stock forms, joint types, marking out, processes used to make products from timber and methods of joining and finishing timber products. 	<ul style="list-style-type: none"> Building upon skills developed in the Year 7, extends to include more complex design-and-make activities, as well as providing students with the opportunity to experience computer-aided design and manufacture. Students design and make a gadget/ book holder for a situation and user of their choosing. More demanding processes and techniques are introduced, alongside developing students' understanding of fabric construction. 	<ul style="list-style-type: none"> the importance of energy balance and the implications of dietary excess or deficiency, e.g. malnutrition, maintenance of a healthy weight how to use nutrition information and allergy advice panels on food labels to help make informed food choices how to use a broader range of preparation techniques and methods when cooking, e.g. stir-frying, steaming, blending how to modify recipes and cook dishes that promote current healthy eating messages the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is steaming hot

"Creativity is allowing yourself to make mistakes. Design is knowing which ones to keep."

3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge of materials, components and technologies and practical skills to develop high quality, imaginative and functional prototypes. FPN: demonstrate knowledge and understanding of the concepts of food nutrition and health, food safety, food choice, food science and food provenance.

Skills: develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values. FPN: plan, prepare, cook and present a variety of predominantly savoury dishes, using a range of equipment and ingredients.

Understanding that all design and technological activity takes place within contexts that influence the outcomes of design practice. Analyse and evaluate different aspects of food nutrition and health, food safety, food choice, food science and food provenance.

1) INTENT:

DESIGN

Iterative process of designing and making

Identify and understand user needs

Identify and solve design problems

MAKE

Specialist tools, techniques, processes, equipment, and machinery including CAD/CAM.

Evaluate

Product analysis

New & emerging technologies

Test, evaluate, and refine ideas

Explore developments in technology and its impact.

ENJOY

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KS3 Geography: Knowing our World

2) IMPLEMENTATION – What do we do in lessons?

Year 7	Year 8
Knowing our World & Geographic Skills	Population
Urbanisation	Tectonic Hazards
Weather and Climate	Use of Natural Resources
The World of Work	Development
Ecosystems	River Landscapes
Current Geographic Challenge – using problem solving skills and geographic concepts to discover solutions for contemporary world challenges.	

3) IMPACT – Assessment & Outcomes

Skills – using an atlas, using OS maps, geographic concepts, numeracy, literacy and oracy skills.

Knowledge – to identify, describe and explain our natural and human processes (and how they interact by making real world connections).

Understanding – that these processes have social, economic and environmental impacts that may require responses and solutions to work towards a sustainable future.

1) INTENT:

- Use Geographic Skills
- Identify UK & Global Challenges
- Problem Solving
- Communication Skills
- Understand sustainability
- Develop empathy
- Make connections between the physical and human worlds

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Key Stage 3 History:

Knowing that History is not just about the past but the present and future

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

- WATER AND SANITATION THROUGH TIME
- WHO WERE THE ANCIENT BRITISH AND HOW DIVERSE WERE THEY
- CHALLENGES OF RELIGION TO MEDIEVAL MONARCHS
- COMPARISONS OF EDIEVAL LIFE TO MANSA MUSA'S AFRICA
- LIFE IN BRITAIN FROM 1485 TO 1660 WITH COMPARISONS TO MUGHAL INDIA
- THE ACTION TAKEN BY PEOPLEFROM 1215 TO GETMORE POWER AND RIGHTS
- A LOCAL STUDY ON HILLINGDON

Year 8

CONTENT:

- WHAT WAS THE IMPACT OF THE TRIANGUALR TRADE?
- WAS THE BRITISH EMPIRE AS GREAT AS THEY SAY?
- THE INDUSTRIAL REVOLUTION AND THE HOW MUCH CHANGE IT BROUGHT
- HOW FAR WW1 LED TO WW2
- COMPARISON OF LIFE IN GERMANY AND BRITAIN FROM 1933-45
- HOW MUCH PROGRESS HAD BEEN MADE IN PEOPLE'S LIVES AFTER WW2.

ALWAYS consider the reliability of evidence you see.

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - of each of the time periods studied in comparison to today.

Skills -using accurate spelling and grammar, reading for inference, analysis and evaluation of sources, speaking with confidence and being able both verbally and in writing to justify judgements.

Understanding - the significance of the topics being learnt and understanding what life was like in each



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Key Stage 3 French: Learning to Love Languages

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

SELF
FAMILY AND PETS
FREE TIME
SCHOOL
TOWN
FUTURE PLANS

Year 8

CONTENT:

HOLIDAYS
FOOD
LEISURE
WHERE I LIVE
SPORT
FUTURE PLANS

Participate at least once every lesson!

1) Intent: Wider key skills to develop through French

Acquire vocabulary

Acquire speaking, reading, listening & writing skills

Acquire the ability to apply grammar successfully

Acquire the ability to translate from and into the target language

Acquire an appreciation of the target culture

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - to acquire a broad knowledge of vocabulary and grammatical structures across a range of topics in order to set the foundations for KS4 learning.

Skills - writing and speaking, using fairly accurate spelling and grammar, understanding written and spoken language of familiar and some unfamiliar texts.

Understanding - to be able to apply a sound foundation of vocabulary and grammar across all topics and all 4 skills.



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Key Stage 3 German: Learning to Love Languages

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

MY WORLD AND ME

FAMILY AND PETS

FREE TIME

SCHOOL

FOOD AND DRINK

PLACES IN TOWN

Year 8

CONTENT:

HOLIDAYS

TECHNOLOGY

HEALTHY LIFESTYLES

DAILY ROUTINES

FESTIVALS

FUTURE PLANS

Participate at least once every lesson!

1) Intent: Wider key skills to develop through German

Acquire vocabulary

Acquire speaking, reading, listening & writing skills

Acquire the ability to apply grammar successfully

Acquire the ability to translate from and into the target language

Acquire an appreciation of the target culture

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - to acquire a broad knowledge of vocabulary and grammatical structures across a range of topics in order to set the foundations for KS4 learning.

Skills - writing and speaking, using fairly accurate spelling and grammar, understanding written and spoken language of familiar and some unfamiliar texts.

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Guten Tag!

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Key Stage 3 Physical Education: Get on track

1) INTENT: Wider key skills to develop through PE

- Teamwork /
- Co-operation
- Leadership
- Health & well being
- Confidence
- Respect
- Effort
- Communication
- Resilience
- Fitness

2) IMPLEMENTATION: What we will do in lessons

Year 7 & 8: Autumn term & Spring term

CONTENT:

NETBALL

GYMNASTICS

FOOTBALL

SPORTS HALL ATHLETICS

HEALTH RELATED FITNESS

BADMINTON

TRAMPOLINING

INTERHOUSE IN A RANGE OF ACTIVITIES

Year 7 & 8: Summer term

CONTENT:

TRACK AND FIELD ATHLETICS

ROUNDERS

CRICKET

OUTDOOR ADVENTUROUS ACTIVITIES

SPORTS DAY

Extra-curricular clubs and team practices run all year round

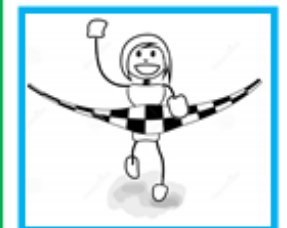
3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge of each activity including rules and techniques, along with officiating and health benefits

Skills within each activity, how well you can perform a range of skills and activities, along with leadership

Understanding which skill to use, what rules and tactics to select, analysing performances, along with the importance of health and fitness

Enjoying PE? Doing well? Why not think about choosing GCSE PE as an option at KS4



Swakeleys School for Girls

Key Stage 3 Performing Arts - Dance: The art of moving

1) INTENT: Wider key skills to develop through Dance

- Teamwork
- Leadership
- Health & well being
- Confidence
- Respect
- Artistry
- Communication
- Resilience
- Fitness
- Critical appreciation

2) IMPLEMENTATION: What we will do in lessons



Extra-curricular clubs run all year round

3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge and technique of each dance style and their origins, as well as set choreography

Skills within each dance style, how well you can perform a range of skills, along with leadership

Understanding which physical, technical and expressive skills to use for key movements in each dance style, analysis and appreciation of choreography, helping others & the importance of health and fitness

Enjoying Dance? Doing well? Why not think about choosing GCSE Dance as an option at KS4



Swakeleys School for Girls

Key Stage 3 Performing Arts - Drama: Creating, Performing and Responding

2) IMPLEMENTATION: What we will do in lessons

Year 7

CONTENT:

INTRODUCTION TO DRAMA TECHNIQUES

PHYSICAL THEATRE

BULLYING/PEER PRESSURE

SCRIPT WRITING

THE TAMING OF THE SHREW

OWN THE STAGE

Year 8

CONTENT:

STAGE FIGHTING

ROMEO & JULIET

COMMEDIA DELL'ARTE

GREEK THEATRE

SOCIAL MEDIA

TRESTLE MASKS

Extra-curricular clubs run all year round

1) INTENT: Wider key skills to develop through Dance

Confidence

Teamwork

Leadership

Imagination

Communication

Literacy

Oracy

Transformation

Resilience

Reflective & Analytical

3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge of how to create, perform and respond. Use of critical thinking as a performer and audience member.

Skills using drama techniques to explore ideas, issues and dramatic texts, conveying character and atmosphere in scripted plays or improvisations. Evaluating the meaning of plays, watched, read or performed in.

Understanding social, cultural and historical issues, past events as well as current explored through performance and written evaluation. Seeing the world imaginatively from other perspectives.

Enjoying Drama? Doing well? Why not think about choosing GCSE Drama as an option at KS4?



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Key Stage 3 Performing Arts - Music: Join the chorus!

1) Intent: Wider key skills to develop through Music

Performance

Ability to compose

Listen and appraise a wide variety of musical styles

Music vocabulary

Teamwork

Discussion

Resilience

Confidence

Oracy

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

RHYTHM AND METRE

ODE TO JOY

CHINESE MUSIC

VOCAL SKILLS

JAZZ IMPROVISATION

AFRICAN RHYTHMS

Year 8

CONTENT:

NOTATION SKILLS

SPOOKY MUSIC

SONGWRITING

PACHELBEL'S CANON

REGGAE

PERFORMANCE

GET INVOLVED! Music clubs run throughout the year.

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - musical keywords and extended vocabulary.

Skills - ability to perform in front of an audience, compose a piece of music with a set structure and to listen and appraise music.

Understanding - how to compose a melody, how to rehearse and improve a performance, how to analyse a piece of music.

Enjoying Music? Doing well? Why not think about choosing GCSE Music as an option at KS4



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Key Stage 3 RE: Learning *about* and learning *from* religion

2) IMPLEMENTATION: What we will do in lessons

Year 7

CONTENT:

Why study RE?

Life of Jesus

Sikhism

Judaism

Ethnicity, religion and culture

Spirituality

Year 8

CONTENT:

Buddhism

Ultimate questions

Islam

Hinduism

Ethics: Animal rights



1) INTENT: Wider key skills to develop through RE

Analysis and evaluation

Using key religious vocabulary

Discussion and debate

Respect for different views

Appreciation of culture and diversity

Thinking philosophically

Think critically and respect different points of view

3) IMPACT: Assessment & outcomes in Key Stage 3

Knowledge of six major world religions, including key beliefs and practices; ultimate questions and issues of right and wrong

Skills to explore and discuss challenging questions; to engage in debate; to produce structured written discussions; to develop written explanations of beliefs and practices

Understanding the meaning and importance of religious beliefs and practices; reasons behind different views on ethical and philosophical questions; culture and diversity

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Key Stage 3 PSHCE: Developing Life Knowledge

2) IMPLEMENTATION: WHAT WE WILL DO IN LESSONS

Year 7

CONTENT:

THEME 1: HEALTH & WELLBEING

MENTAL HEALTH INTRODUCTION, HEALTHY LIVING
PUBERTY, PERIODS, REPRODUCTION, ESAFETY

THEME 2: RELATIONSHIPS & IDENTITY

FRIENDSHIPS, HEALTHY RELATIONSHIPS, PEER ON
PEER ABUSE - BULLYING, TYPES OF FAMILIES, PEER
PRESSURE, IDENTITY

THEME 3: LIVING IN THE WIDER WORLD

BRITISH VALUES, PROTECTED CHARACTERISTICS

Year 8

CONTENT:

THEME 1: HEALTH & WELLBEING

BODY IMAGE & SELF-ESTEEM, VAPING, SMOKING & DRUGS &
THE LAW, SEXUAL HEALTH, FIRST AID, ESAFETY

THEME 2: RELATIONSHIPS & IDENTITY

FRIENDSHIPS, HEALTHY RELATIONSHIPS, SEXUAL
HARASSMENT, FORCED MARRIAGE, DOMESTIC CONFLICT,
LGBTQAI+

THEME 3: LIVING IN THE WIDER WORLD

BRITISH VALUES, PROTECTED CHARACTERISTICS,

Watch the news to find out what is going on in the world

1) Intent: Wider key skills to develop through PSHCE

Extend vocabulary

Strengthen speaking skills & discussion

Considering & appreciating a range of opinions

Awareness of key personal, social and health issues and how to stay safe

How to be responsible for yourself and as part of a community

3) IMPACT: Assessment and outcomes in Key Stage 3

Knowledge - of a range of personal, social and health topics and what issues/situations they may face now and later on in life. Have knowledge of other opinions.

Skills - to express opinions with confidence and be able to explain why there are other views, to develop ways to deal with issues they face now and as they get older

Understanding - Of situations in life that individually they may come across and also to understand how they can take part within their communities, and how to develop into responsible young people. To understand and respect the reasons why others have different opinions,

Enjoying PSHCE? Why not think about how we can as a school community tackle problems like bullying - join SWAB, and how to control the use and impact of social media!

INCLUSION DEPARTMENT

'BREAKING DOWN BARRIERS'

2) IMPLEMENTATION: What students will experience

1) INTENT: What we want aim to deliver:

Supporting a broad curriculum for students with various areas of need.

Supporting in well planned lessons assisting with differentiated tasks.

Supporting with the achievement of SEND students in lessons.

Support the systems to keep all SEND students safe & happy.

In the classroom...

- TA support in lessons for many of the students with education health care plans.
- Teacher differentiation to support the different levels of need.
- Specialised TA support for teaches with students in their classes with complex or severe needs.

Beyond the classroom...

- Literacy intervention boosters for all year 7 students with a reading age of below 9 years.
- Literacy and numeracy boosters for all students in year 7 & 8 with an education health care plan.
- Homework, teamwork, social skills and organisational skills afterschool clubs.
- Speech and language therapy sessions.
- Psychometric testing to assess need for individuals.
- Exam access arrangements for exam concessions.
- Annual reviews for all students with an education health care plan.
- The graduated approach – assess – plan – do – review.
- Pastoral support and guidance for students with SEND needs where appropriate.

3) IMPACT: What students will achieve

- High levels of progress for SEND students.
- Confident, happy and independent learners.
- Progression onto appropriate post 16 courses.
- Students are able to make a positive contribution to the school or wider society.