

Curriculum Intent

"The only person you are destined to be is the person you decide to be." Ralph Waldo Emerson

Our intent is that the students of St Cuthbert's build on and improve their knowledge of the world God created; that they develop their talents and interests, and make the most of their opportunities and experiences to live their lives in the way that Jesus taught us.

We aim for excellence in all areas of personal development and character education so that our students may leave us as confident, resilient citizens who contribute positively to society and who challenge injustice and prejudice in relation to race, sexual orientation, disability and all other aspects of the Equality Act 2010.

Our CEIAG programme incorporates all eight of the Gatsby benchmarks and strives to take into account the improving local economy and labour market across the curriculum.

We aim to equip our students with the knowledge, social ability and skill set so that they aspire to be the best they can be in all aspects of their lives as they embark on their future as young adults.

Overview:

At St Cuthbert's, we pride ourselves on having a family ethos and endeavour to ensure that all students feel welcome, challenged, supported and safe in all aspects of their studies and personal lives. We laugh together, pray together, celebrate together and encourage together all whilst striving to be aspirational and open to trying lots of new things without fear of failure.

Detail:

Personal Development (PD) is underpinned in all areas of school life and the aspects are addressed in numerous ways in order to ensure students are equipped with the necessary tools and knowledge to succeed in life.

Curriculum:

Cross curricular:

The entire curriculum has been thoroughly audited (audit saved in folder for reference) to ensure all aspects of PD are highlighted in all subjects and any areas which are not covered can be addressed elsewhere. There are so many links between so many subjects that we feel this is the best way to address them and link each subject into PD wherever possible. This is continually evaluated. There is a member of staff in each department who focuses on PD so that when any curriculum changes occur, they are able to think about these from a PD point of view.

The delivery of lessons in all subjects allows students to develop and stretch their abilities and staff continually use a variety of teaching methods which allow students to grow while they learn. Methods include flip learning, group work, independent work, students leading their own lessons and extra-curricular clubs under supervision, student presentations and projects and many more.

Our knowledge organisers contain a page on PD to ensure students learn the concepts through independent study as well as within lessons and activities.

We have stand-alone PD lessons in years 7, 8 and 9. Here, students follow a carousel and rotate around the sessions. The reason for this is to allow staff to become skilled in certain areas of the PD curriculum. For example, one member of staff would teach 4 sessions of online safety to all classes in that year group. If they then get PD on their timetables in future years, where possible, they will keep the same topic or may share their experience and resources with another member of staff taking over to give the students the best experience. This method has been adapted this year for Year 8 B band. This is due to the challenges and needs of these students. We feel it more important that the students can build routines and a relationship with one member of staff, rather than rotating to lots of different ones. This is an example of our flexibility in working to suit the needs of our students. Here, staff will be required to teach all topics to their students but this will be supported by the PD Lead. Topics for each year group are detailed in the year sections below with reasons for delivery.

Drop Down Days and External provision:

Any areas not addressed in subjects or PD lessons, those we feel need a little more attention or are more current; we pick up on our days off timetable, or with one off sessions delivered by staff or outside providers. These days not only address the PD aspects in the curriculum, but are also bespoke to each year group and the challenges they are facing. They can include elements from PSHE, RSE, health, citizenship, SMSC, British values, CEIAG, growth mindset, character education and more.

Extra-curricular activities:

We provide a wide range of extra-curricular activities for our students so that they are able to develop and celebrate their talents, or try something new and make new friends. Staff keep a register and push these activities with students, particularly those who are disadvantaged.

Assemblies:

Our Collective worship and assemblies are a huge part of our PD at school. Sacred Time has a theme each week and this ties into British values, SMSC and the assemblies. This will cover a wide range of topics to educate our students about topical issues including culture, racism, equality, prejudice, discrimination and many other themes. Along with this we also celebrate talents, embed growth mindset and resilience, set challenges, expose student to issues which challenge their thinking and promote healthy lifestyles and volunteering. This is a mere snapshot of what is on offer from collective worship. It is an invaluable part of our PD programme.

Growth Mindset:

We are in the process of rolling out a programme of growth mindset across school. All staff have received training and are changing the language they use in lessons to promote a growth environment for students. We are also identifying high achieving PP students in each Year group for Assistant Heads of Year to work with along with the PD Lead. This will commence following a pilot with Year 7 and 8. Our aim for this project is for it to work alongside the rest of the PD programme to raise the confidence and aspirations of our students through this project. We plan to involve parents as we feel they may need to understand the concept of how this works and we feel that if there is a two pronged approach, this will help us to break down barriers to students changing their fixed mindsets.

One-off sessions:

Where necessary, or as opportunities arise, we will arrange for additional sessions to take place. These can include aspects relating to the CEIAG programme or current issues which need addressing, such as a rise in referrals to a particular service in a particular year group. We keep the curriculum as fluid as possible whilst also adhering to the statutory curriculum to ensure that our students receive the best possible provision.

Sequence and expectations:

Year 7:

During PD sessions Year 7 cover the following (rotating programme):

Citizenship – students will know why we have rules and laws, have a basic knowledge of the difference between civil and criminal law; have a basic knowledge of what equality and diversity is and what The Equality Act (2010) is and how we can promote this in school; know what the British values are and what SMSC means and how we can apply all these topics to everyday life. We deliver these aspects in year 7 as a start to school life and to provide a basis to some of the fundamentals of PD. They are then aware of the terminology we use across lessons and in collective worship and can apply these as they carry out our mission statement.

Money Management – Students will gain a basic knowledge of the difference between wants and needs and how to separate these; understand the difference between some bank accounts available; what a pension is and why it is important; the basics of budgeting and how to do it.

We teach these topics in Year 7 due to the vast amount of issues surrounding debt. We also are aware that in Year 7 students may begin to get pocket money and they should begin the process of learning how to manage money and begin to look at why it might be important to work hard to build a successful career from a financial point of view. When looking at the pension we want them to also be aware that if they are self-employed they will need to sort this out for themselves as they will not have an employer to do this for them. This is also a good age to open a bank account and we will look at the possibility of bringing in a bank to do this for the whole of Year 7.

Online safety – Students will gain an understanding of what it means to be online and using social media, how it is different than being face to face are and some of the jobs available in this industry. They will also gain a knowledge on some of the laws and dangers around social media and being online, such as grooming, and why there is an age restriction set. They will be able to apply their knowledge to real life situations and know how to protect themselves and where to find help if they need to.

We teach these topics in Year 7 as this is the time we find they start to get mobile phones and begin to open social media accounts. We feel some of the benefits and dangers of being online need to be highlighted at this stage as students are extremely vulnerable to exploitation and bullying.

Parliament – Students will learn what Parliament and the Monarchy is, how it is formed, the difference between the House of Commons and the House of Lords, the difference between democracy and dictatorship. They will also gain a knowledge of what political parties are, how voting works and what careers are available in politics. A basic understanding of where money comes from and how taxes work and they will be able to set up their own political party and come up with a manifesto.

We teach this at this stage to provide a grounding to how their country works and tie in the Money Management to the taxes and how the Government works. There will be links this year to what happened

during the lockdown period and the manifestos might be about how they deal with the furlough debt or how they would have run the country during the COVID-19 pandemic. Another example of keeping learning relevant. We feel that promoting voting at a young age and providing opportunities to vote throughout school like in the annual Youth Parliament Make Your Mark Vote, will encourage them to vote when they are of age. There is an annual Parliament trip which they are offered to attend and this always very popular.

DDD ideas 2020-21:

- Cycling and Road safety – due to being given more freedom at this age and needing to be aware of what's around them
- Managing feelings – beginning puberty soon with lots of hormones affecting moods, a big transition into secondary school, and the start of their secondary RSE curriculum
- Relationships – RSE curriculum and how relationships are different with different people e.g. teachers, friends, parents etc. instilling the Catholic values of being compassionate and building strong relationships with others.
- Social and moral dilemmas – inc. smoking accessing local services – students could be exposed to more risky behaviour with more freedom and need to start to understand the risks.
- Growth Mindset – an introduction to the St Cuthbert's way and capture their growth mindsets whilst they are still young so that by the time they leave us they are aspirational and confident in their abilities and not afraid of failure.

Year 8:

During PD sessions Year 8 cover the following (rotating programme) - aside from 8B in 2020-21 due to more specific needs:

Drugs and alcohol awareness – Students will gain a knowledge of what drugs and alcohol are and why people choose to use them. They will gain a background of what measures are and understand how to keep themselves safe in risky situations. They will apply their knowledge to real life situations and understand how to get themselves out of something they do not feel comfortable with. They will also gain a knowledge of where to find support.

We teach this at this age because students are beginning to have even more freedom and may be exposed to these substances. We feel they need to be aware of the dangers and where to find help for themselves or their friends.

Online Safety 2 – Students will gain further knowledge on the importance of privacy and passwords; online reputation linking to their future; fake websites and how to identify these; sexting; where to find support; how companies use persuasion to keep you online and make money; how companies target young people to provide parent's bank details; how harmful language is used in gaming; why people behave differently online than face to face; what cyber bullying is and the consequences of this and mob mentality; the mental health issues surrounded by spending too much time online. In addition, students gain knowledge on the issues surrounding challenges and hoaxes online.

We teach this at this stage because students are getting more access to being online and again are still vulnerable. They may be getting onto more gaming sites and will need to be aware of the risks here too. We split the online safety curriculum up mainly across Computing lessons and PD lessons as well as addressing it where appropriate across the curriculum. We then ensure all the topics are covered age

appropriately. Any additional issues which crop up can be addressed with targeted sessions where necessary.

Outdoor Play – Students will learn to be creative with playing games outside using little or no equipment which allows them to create their own fun outside school. We communicate the importance of being outdoors and exercising on their physical and emotional health. We also aim for them to understand that this doesn't have to cost money and that they can create their own fun with their friends.

We teach this in Year 8 due to some students moving towards being less active and bodies changing due to puberty at this age. We feel that some additional sessions promoting having fun whilst exercising is useful for them at this stage and we tie this into what we cover on the importance of exercise during PE lessons.

RSE 1 – Students will build on the relationships knowledge they gained in year 7. They will recap catholic beliefs on RSE and go into more detail about healthy and unhealthy relationships. They will also gain knowledge of domestic violence; sexting; puberty; body image and how we can support each other in being confident about this; contraception; LGBTQ terms and the discrimination around this.

We teach this at this stage as we feel students are ready to understand these topics and it steps up from the feelings and different relationships discussions at year 7 and bridges the gap to STIs and parenting as they get older. As a Catholic school, we promote the relationship base prior to intimacy.

DDD ideas 2020-21:

- Role of sex in the media – the image this portrays and why this is the case. Looking at exposure and the impact this has on teens.
- Separation, divorce and bereavement in families/ managing changes in relationships/support available – leading on from managing feelings in Year 7.
- Hate crime and how the justice system works – involving the Safer Schools officer. Building on knowledge of the stages of the justice system and the difference between civil and criminal law in Year 7.
- Hygiene and puberty – hygiene becomes even more important at this age, especially throughout puberty and we feel this is a good stage to educate the students on how to look after themselves and target any students requiring additional help linking in with the school medical assistant and health teams.
- Growth Mindset – building on and embedding information from Year 7 to ensure students continue to develop their aspiration and self-belief
- Introduction to A levels and vocational courses at college. Links with local colleges and school careers advisor.

Year 9:

During PD sessions Year 9 cover the following (rotating programme):

Character Education and Growth Mindset – Students will build on knowledge of what these terms mean and how they can apply them in their lives. They will look at role models who have made mistakes and grown as a result of this. They will gain a knowledge of marginal gains and the impact these can have; start

to look at goal setting and how this can aid focus and motivation; develop a knowledge of what they can do themselves to improve their mindset, and therefore, their self-belief and aspiration.

We teach this at this stage as students are in their options year and will need to develop their coping skills and start to think a little more about their future and we want this process to be as aspirational as possible. We begin the grounding in Year 7 and 8 and continue to build on this as students progress through their education with us.

Mental Health Awareness – Students build on knowledge of various sessions they may have had on the annual school Health day and the Prevention programme we run at school. They gain a knowledge of what we mean when we talk about mental health and why it is just as important as our physical health; why happiness, positivity and gratitude are important; what suicide is, the warning signs and why people might feel there is no other option; what self-harm is and why people do it.

We deliver this at this stage because students are feeling more pressure with their studies and are old enough to discuss some of the concepts included in the topic with more maturity. They need to be aware of how to look after their own mental health as well as looking out for others and learning how best to support one another. We also link in online activity where appropriate here and discuss some of the impact it can have on some of these issues.

Nutrition and Body Image – Students will gain a knowledge of what we mean by body image and the issues surrounding this. They will cover the part the media plays in how we feel about ourselves; how technology has effected this; what eating disorders are and how they can link into this; the support available; the balance between being happy and healthy and setting realistic challenges to achieve this; how to celebrate your body; things we can do to get these messages out to others.

We deliver this in Year 9 as this tends to be the time where students start to take more pride in their appearance and become more body conscious. We focus on girls and boys separately and the separate issues they may face. This builds upon the mental health elements of the curriculum and also the character and growth mindset concepts.

RSE 2 – Students further build on knowledge from previous years and recap areas already studied such as domestic violence, healthy and unhealthy relationships and catholic views surrounding these issues. They cover pornography; the responsibilities and choices around parenting linking with aspiration (from findings of St Helen's teen pregnancy research); fertility issues and options; Sexually Transmitted Infections; consent and when a person is unable to give this – linking to substance misuse; delaying sexual activity and why this is preferable.

We deliver these topics in Year 9 as we have built up knowledge and we feel students are mature enough to deal with these topics at this stage. We also feel that they need to be educated in these areas in order to be able to safeguard themselves and each other.

DDD ideas 2020-21:

- LGBT and gender identity/ gender double standards – building on knowledge from Year 8
- Managing unwanted attention online/ pornography and quality vs quantity of time online/reputation – building on learning from previous years and recapping the importance as they think about applications to FE, HE and employment.
- Gambling, gaming and language in gaming – students may have access to more money and need to be aware of the risks with gambling and recap knowledge from Year 8 on gaming.



- Domestic abuse – building on knowledge and where to find support/signs to lookout for in others.
- Drugs and alcohol – links to sexual behaviour and the risks of vulnerability when under the influence.
- Unifrog tasks – more formal activities set to develop the thought process for their futures

Year 10:

DDD ideas 2020-21:

- Parenting – why do teens get pregnant? Options available/ support/ Why adopt/foster/ parenting skills – breast feeding – building on knowledge from Year 9
- Fertility treatments and how they work - – building on knowledge from Year 9
- Online safety – hoaxes, challenges, how companies get people to stay online - building on knowledge from Year 8
- FGM/Prevent – building on knowledge from assemblies and other references cross curricular
- Cancer prevention – possibly separate session – outside providers in
- Money management – wages/taxes credit debt – or DDD for all Year 10 on Money M with maths dept? – needs a discussion with CL on links with maths curriculum.

Additional sessions in Year 10:

- **Ready for Life careers DDD** – topics include - apprenticeships, finance for uni/ mock interview prep/ Unifrog CV completion/ Colleges and options available post-16/ A'levels/ Growth Mindset.
- Extra session on 'One Punch' with Safer Schools Officer – dangers of fighting and what can happen with one punch.

Year 11:

DDD ideas 2020-21:

- Get it on zones – NHS for RSE (2hrs) – builds and refreshes the RSE knowledge.
- College application support – why get in early? Unifrog session/ Interview techniques
- College mock interviews – Cronton and Edge Hill to support.
- Session on preparation for the day including growth mindset possibly a motivational speaker.