

Key Stage 3

<p>Curriculum Aims</p> <ul style="list-style-type: none"> Our curriculum builds on the learning that has taken place in the middle phase of our All Through Trust. It builds on their knowledge and provides a learning program that will reflect age appropriate content and discussion. Our program is designed to not only meet the statutory requirements, but also to encourage students to gain a broad base of knowledge and range of options which will enable them to make informed choices and decisions. To challenge prejudice and to address the moral issues thrown up by any study To provide the questions to assist students in developing skills of analysis and argument – both oral and written To assist students in the discovery and understanding of the world that is constructed around them 	<p>What will you see in B&V lessons?</p> <ul style="list-style-type: none"> Students exploring topics including; RSE, PSHE and Citizenship Students learning about issues in the world which are shown to be relevant to them Students developing their communication skills, as much of the work in class will be focused around debates and discussions. Students being encouraged to have an open mind to different points of view before forming opinions Lots of reflection on what they have learnt, the opinions they have developed and how they grew them Students learning from a wide range of resources Clear links to further information and support, where relevant 	<p>What will you see in students' B&V books?</p> <p>Students have A3 topics sheets that all contain the following:</p> <ul style="list-style-type: none"> Evidence of key facts on the issue Explanations of key words Balanced arguments An analysis of ideas that are raised Final judgement on the issue, which comes from the students own informed opinion <p>In addition, students also have a record of their progress on which students not only self-assess their understanding, but also set themselves meaningful targets to aid them in future learning</p>
<p>Curriculum Content and sequencing</p> <p>Year 9</p> <ul style="list-style-type: none"> Sanctity of Life Right to Life Sanctity of Life Medical Ethics Relationships and Sex Education Keeping Safe The Environment <p>Year 10</p> <ul style="list-style-type: none"> Law and Justice Rights and responsibilities Peace and Conflict Health and Wellbeing 	<p>What formative assessment will you see in B&V?</p> <ul style="list-style-type: none"> A range of methods are used to ascertain the progress of a student, however discussion and recorded thoughts are most informative Students are encouraged in class to explain their evaluative opinions Sometimes students are asked to use signals to show their general opinion on some topics Some students do prefer to share their learning with teachers on a one-to-one basis, rather than in front of the whole class Students are asked to self-reflect and set themselves targets after each unit. 	<p>What is the faculty currently reading and discussing and why?</p> <p>Staff have been engaging in webinars and a variety of online training including how to implement the 2020 RSE framework, access to wellbeing services, county lines training, LGBT experiences and questions. This is because it is important for colleagues to ensure they have up to date knowledge of information and be aware of the sources of support available.</p>

<ul style="list-style-type: none">▪ Community cohesion▪ The working world and finances Year 11 <ul style="list-style-type: none">▪ The working world including study skills▪ Health and wellbeing▪ The living world		
--	--	--