



The Henslow School  
**Curriculum Intent Policy**  
**Secondary**



Our mission statement 'achieve personal growth through education, challenge and teamwork', truly permeates every aspect of school life and influences all we do. All staff have aspirational expectations for all students and we are committed to educational stability, focusing on inclusion.

The Henslow and Evolution School, based on two sites, creates a nurturing atmosphere where all children are known to everyone and know everyone. Every student is treated as an individual and the New Reflexions philosophy, "If it isn't good enough for your own child, it isn't good enough", is palpable in everyday school life.

### **Our Curriculum Intent:**

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Students typically arrive at The Henslow Secondary School after experiencing educational and social challenges which have resulted in inconsistent, often disrupted schooling. For many reasons their needs are unable to be met in a mainstream setting and alternative support is therefore required. The Henslow School takes enormous pride in being able to offer an educational curriculum which is specifically tailored to the individual needs of the students we support. Our nurturing, safe environment offers a bespoke learning experience, that affords each student the opportunity to achieve positive social integration and reach their potential: regardless of their background.

Many of our students arrive with deficits in their core skills, particularly reading, but also in the building blocks that traditionally create a firm foundation for learning in a child's early years, whether that be cognitive or in their social and emotional development. Thus their knowledge is often fragmented, with significant gaps, often undermining the confidence they have in their own ability to achieve. Our school welcomes young people who have varying educational needs: we embrace their uniqueness and the challenges they present and they are met with a nurturing and personalised response. We seek alternative approaches in order to engage young people who may have become disillusioned with a more 'conventional' approach to learning.

From the student's first visit to school, their entire programme is designed to respond to their individual requirements, with a clear understanding that those needs will develop and evolve as they settle in. Listening to the student's own views supports our experienced team to identify their starting point, in order to develop and implement a pathway towards greater self-belief and motivation, promoting personal development; academically, socially, morally and spiritually. Essentially we seek the 'spark' that will begin a more positive learning journey, stoking it to develop self-esteem and confidence which can then permeate more broadly than just in the learners' areas of interest.

We value the importance of all our young people feeling safe and secure at school, as well as the importance of providing challenge, so all young people can achieve personal growth, as well as develop the skills of teamwork and tolerance that will ensure their success in later life. By developing trusting relationships, we endeavour to

identify a student's interests and talents, trigger their enthusiasm and feed their passion for inquisitiveness and learning.

The curriculum in our secondary provision, The Henslow School, is designed to:

- Stabilise behaviour
- Re-engage students with learning
- Equip students with the knowledge and cultural capital they need to succeed in life, through a broad and balanced curriculum
- Develop students' independent learning skills and resilience, to equip them for further/higher education and employment
- Have high ambition for all students
- Provide accreditation for future training or employers

The curriculum at the Henslow School is adapted to suit each individual student, enabling some choice and breadth of study. Partnership working is a strong theme, with students accessing training placements and having access to provision such as Outdoor Education. Accredited courses are offered at varying levels to suit the ability of each student and to ensure that all can gain success and develop confidence. See accreditation table below. Initial assessments allow the staff at the school to deliver teaching which is informed by the student's current level of ability. Tests may also allow early intervention to address issues which may need more specialised or specific support. Please refer to our Curriculum Impact Policy for further details.

### The School Day.

9.30	School Starts
9.30-9.45	Tutorial
9.45-10.30	Lesson 1
10.30-11.15	Lesson 2
11.15-11.30	Break
11.30-12.15	Lesson 3
12.15-1.00	Lesson 4
1.00-1.30	Lunchtime
1.30-1.45	Well Read (Literacy Activities with reading focus)
1.45-2.30	Lesson 5
2.30-3.15	Lesson 6
3.15	Home Time

**Key Stage 3:** The Key Stage 3 curriculum is based upon the National Curriculum, providing students with a broad and balanced experience, plus the opportunity to ensure their basic skills support future progression. The curriculum is modified to allow time to address any special educational needs or gaps in learning.

The core subjects English, Mathematics, Science are given priority with the content being referenced to the National Curriculum but also an understanding that this will often need to be adapted for the individual. Teachers constantly use precision teaching to identify gaps and then boost progress to try and raise basic skill levels. Where students are operating at their expected age equivalent levels the school will ensure stretch and challenge. Humanities, Food Technology, PSHE, Art, Music, Computing and MFL are taught weekly. In addition, there are lots of opportunities to develop personal learning and thinking skills and emotional literacy through creative project work, tutorials, specific personal skills lessons and student council.

PE is often provided away from the school site and makes the most of local facilities for leisure. Outdoor Education is delivered through provision at "Safe and Sound Outdoors". This provides fantastic opportunities for raising self-esteem, developing communication skills and challenging students, as well as preparing them for Duke of Edinburgh awards.

The underpinning philosophy of our curriculum is to provide students with a solid foundation in preparation for a greater level of inclusion within their local community at the earliest opportunity.

### **The Key Stage 3 Curriculum and *approximate* lesson allocations**

English/Literacy	4 lessons (+ an additional 1 hr 15 mins literacy)
Mathematics/Numeracy	4 lessons
Science	3 lessons
Computing	1 lesson
Music	1 lesson
Modern Foreign Language	1 lesson
RE, History & Geography	3 lessons
Art	2 lessons
Food technology	3 lessons
PE	2 lessons
Project work	2 lessons
PSHE	1 lesson
Tutorial and Personal Skills	2 lessons

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**Key Stage 4:** The Key Stage 4 curriculum aims to prepare students for adult life. Part of this aim involves, wherever possible and safe, giving the students experience of work related learning.

The core curriculum provided in school for KS4 covers English, Maths, Science and IT with additional opportunities for optional subjects such as Art and Child Development. In addition to this we aim to provide all students with an opportunity to experience a programme designed to reflect their interests and needs, they may attend Training Providers to study vocational courses, go to Outdoor Education or access work related learning.

In delivering the Key Stage 4 Curriculum we aim to be as flexible as possible to provide a personalised pathway to meet individual needs and aspirations; aspects of the curriculum will be modified to allow for this, for example by offering a BTEC Vocational Unit Qualification in an area of the young person's choice. The school offers a variety of BTEC and Cambridge National qualifications which allow students to study practical and vocational subjects. The Duke of Edinburgh award offers opportunities for a broad range of learning, encompassing community-based volunteering, skills development, physical activity and the expedition.

Where individual students have a particular talent or qualification requirement for their future career plans, every effort will be made to create an appropriate curriculum.

**An example of the Key Stage 4 Curriculum and lesson allocations if full time at school.**

English	4 lessons
Maths	4 lessons
Science	4 lessons
BTEC IT	2 lessons
PE	2 lessons
Qualification option 1	4 lessons
Qualification option 2	4 lessons
BTEC Home Cooking	3 lessons
BTEC Career planning	1 lessons
Tutorials and personal skills	1 lessons
PSHE	1 lesson

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**Project Days:** In addition to the subjects detailed above, the whole school takes part in trips, a project or other themed days. These days are designed to compliment the curriculum, provide opportunity to apply skills across subjects and to bring different groups of students together to work collaboratively. They also provide an opportunity for students to take part in visits and trips and meet inspirational specialists who can provide specific knowledge and skills to help motivate and engage individuals.

**Overview of Standard Accreditation and Qualifications offered:**

Subject	Accreditation level Available			
	Qualifications below GCSE	Level One qualifications	Level Two Qualifications	GCSE/BTEC/ Cambridge national
English	✓	✓	✓	✓
Maths	✓	✓	✓	✓
Science	✓	✓	✓	✓
BTEC IT		✓	✓	
Humanities	✓			✓
Computing	✓			✓
Food Technology		✓	✓	
BTEC Careers		✓	✓	
Art	✓	✓		✓
Music	✓	✓		✓
Child Development		✓	✓	
Languages	✓			
Vocational studies		✓	✓	
Duke of Edinburgh	Standalone qualification			
Arts Award	Standalone qualification			

Students can also complete Unit awards, these accredit at all levels, but are small, discrete elements of learning.

**Examination Arrangements:** The School is a recognised examination centre and students are able to sit their examinations at the school. This is particularly important for vulnerable students who find examinations very stressful and need a known and comfortable environment in which to sit them.

Vulnerable students have a particularly difficult time accessing and achieving in examinations. The school offers three opportunities a year to gain accreditation therefore reducing stress and allowing students to build resilience for examination situations. See our Examination Policy.

**Social, Moral Spiritual and Cultural Development:** Please see separate policy.

<i>Last Reviewed</i>	<i>August 2023</i>
<i>Next Review Due</i>	<i>As required for updates or annually, August 2024</i>

<i>Reviewed by</i>	<i>Head Teacher</i>
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## Curriculum Intent by Subject

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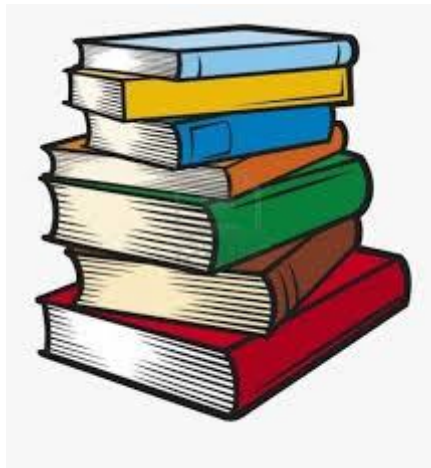


## English

English is the most commonly spoken language in the world, with one in every five people speaking or at least understanding it. Therefore, its value in helping our students understand and access the world around them cannot be underestimated. The multidisciplinary skills English develops are considerable and it is a key and unique subject in the curriculum for developing a student's writing skills, ability to obtain and critically investigate information and work independently on tasks, as well as being able to think, learn, analyse and respond collaboratively in everyday life.

The English curriculum at the Henslow School exposes our students to a creative, language-rich environment and develops a shared vocabulary of grammatical terms that are necessary for them to fully function in society and make themselves heard. It also allows our students to hone their technical accuracy, so that they can apply their learning to write grammatically clear covering letters to colleges, sixth forms or employers. Through reading a variety of poems, plays, novels and non-fiction texts, our students are fully supported to challenge and expand their understanding of different cultures and societies, entering into intelligent and reasoned conversations. English also builds the skills for our students to express themselves in meaningful ways through spoken language opportunities in class.

English opens up a whole host of career opportunities for our young people, as well as enhancing their own personal growth by studying texts that ignite their interest; deepens their thoughts and ideas and expands their mental horizons.



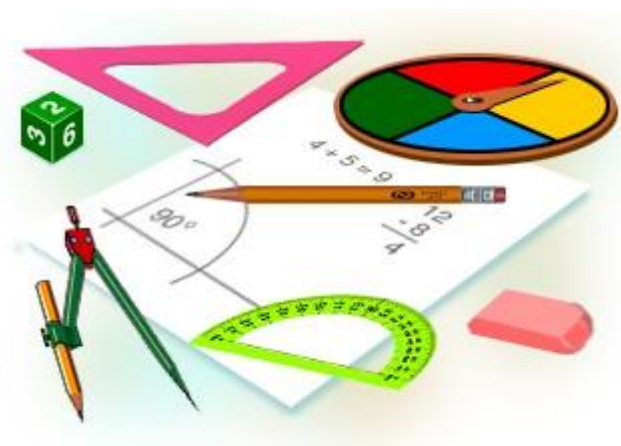
## Mathematics

At the Henslow School we aim to transform our students into adept mathematicians by ensuring that all lessons are fun, have practical elements and real-life application. Many of our students come to us with negative experiences in Mathematics and it is our aim to develop student confidence, perseverance, and resilience. This is aided by individualised plans for student progression, which allows them to make progress at their own rate and fulfil their potential.

We have developed a Key Stage 3 spiral curriculum in response to the KS3 maths guidance published in September 2021. Our spiral curriculum allows us to fill the gaps we have identified through baseline testing and to embed their previous knowledge and thus develop mastery.

Using Nrich's (Cambridge University Mathematics) definition of what makes a mathematician, our starter activities focus on one area per week, ensuring students develop the skills of exploring, questioning, working systematically, visualising, conjecturing, explaining, generalising, justifying and proving their reasoning. At the Henslow School we believe that we learn better when we are curious, resourceful, resilient and collaborative. All groups use these activities to develop team - work and to give a class focus before students continue on their individual plans.

When students leave the Henslow School it is our intention that they will have the mathematical qualifications they need to help them with their lives. Alongside an understanding that Mathematics is a life skill that helps to make things easier and will support their future career.



## Science

Science empowers students to explore the natural world through observation and experimentation. Students will explore ideas and theories developing their understanding of how the world works; testing and examining these hypotheses in the laboratory in the form of practical work or observing models to reveal concepts.

Students at the Henslow School will be able to combine evidence from observation and measurement with creative thinking, revealing new ideas and explanations for phenomena. They will develop skills to practically illustrate and prove or disprove concepts, utilising apparatus to demonstrate, replicate and model theories as an integral part of scientific studies.

Our students are able to develop their practical skills at their own pace with bespoke activities giving greater access to experimentation and exploration, which ignites their curiosity. It enables critical analysis of results and data that they have gathered, enabling informed decisions based on facts. The students are introduced to the range of careers science has to offer and the links between Science Technology Engineering and Mathematics (STEM); disciplines that are in demand in the modern world. These can be accessed by gaining qualifications at Level 1, Level 2 and at GCSE.



## **BTEC ICT (Key Stage Four)**

BTEC ICT at the Henslow School is concerned with developing the ability of learners to apply and transfer computer skills in ways which are appropriate to their situation, with a focus on work based environments. Embedded into our curriculum is an appreciation of the importance of ICT on a day-to-day basis, its power as a tool in a global society, the dangers posed by this broad connectivity, and the responsibility this brings to us as users.

The student's journey starts with learning safe and efficient use of ICT systems, which they will then utilise in finding and selecting information from various sources, with a critical and evaluating mind-set. Our students will then use this core knowledge to combine and present information using various packages used by businesses and individuals around the world. Students at the Henslow School will be encouraged to practice these skills on regular occasions, with simulated work situations designed to encourage independent problem solving.

Successful students will be able to confidently use programmes commonly found in the work-place, such as: Word, Excel, Publisher, and PowerPoint. Furthermore, the individual will be able to present ICT based solutions to basic work based problems, with a keen eye for information validity and computer related privacy and safety concerns.

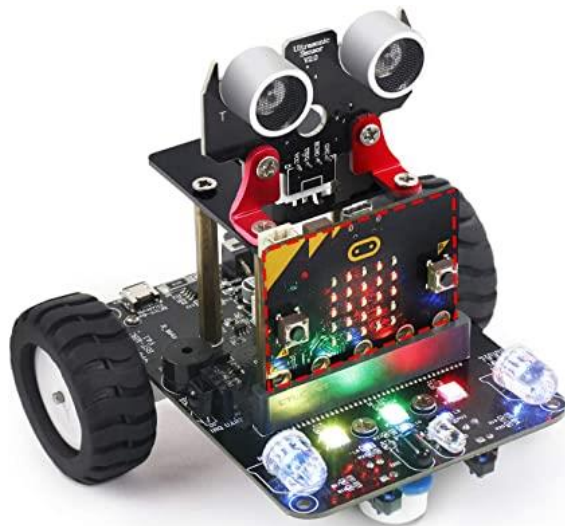


## **Computing (Key Stage Three)**

Digital technology now plays a huge part in the lives of individuals and our society. These recent developments show no sign of slowing down. With this in mind, we at the Henslow School want to empower our students and assist them to generate opportunities and develop experiences that will allow them to live productive and safe lives in a technological world. We hope that as they move into adulthood, they will be more consciously aware of their own personal responsibilities when using technology and the internet.

Computing is about the use and the understanding of technologies. We attempt to achieve this by allowing students to develop critical thinking, creative understanding and problem solving skills in a safe environment. There is a strong focus on the teaching of computing principles such as: algorithms; programming and development; data and its representation; hardware and processing and understanding communication and networks. We use a number of software and hardware systems to support the delivery of the computing curriculum, such as 'Scratch' for block coding skills, 'BBC Microbits' for the development of programming and hardware skills and 'Audacity' for sound manipulation and editing. The computing curriculum is assessed at Key stage 2 and 3 using a skills progression grid that is linked to the 'Computing at school' programme.

We aim to ensure that students can function safely and responsibly in our developing technological society, with an awareness of moral and ethical issues. We strive to set our students on a pathway which will allow them to develop an understanding of the world in which they find themselves and equip them to make a positive difference to that world.



## **Geography**

Geography enables students to explore the world around them and in doing so to reach a more informed view of their place in that world. It emphasises the interconnectedness and globalisation of the world we now live in and attempts to stay abreast of the rapid changes to our 'global village'.

At the Henslow School, Geography intends to develop informed citizens who can respect and celebrate difference because they understand the rich variety in the world, through their exploration of natural and built environments and those that inhabit them. Students are encouraged to develop an appreciation of the distinctive landscapes around them as well as to hone their map skills and a willingness to question and interrogate data.

Geography is all about creating young adults who can ask questions and explore the planet they live on, becoming informed consumers and respectful citizens, with a desire to safeguard their planet.





## History

History has a significant role in the curriculum by not only developing an understanding of how the society we live in came to be, but providing a better knowledge of the world in which we live. Having a secure knowledge of the past can help students to not only contextualise the present, but allow them to learn from it, so their future can be improved upon. As Edmund Burke once postulated: ‘Those who don’t know their history are doomed to repeat it.’

The KS3 History curriculum at The Henslow School aims to stimulate interest and curiosity by illuminating how Britain has both influenced and been influenced by the wider world, as students focus on key events in time which have defined the way we live today. Students will explore and understand the earliest periods to the present day by: deepening their chronologically strong sense of British, local and world history; using and interpreting primary and secondary sources; assessing evidence and comparing conflicting interpretations of events to engage students in debate.

Units of work are taught over a half-termly basis and are drawn from the sequential themes: control in the Middle Ages; the Renaissance; Revolution and Reformation; Industry and Empire and War and Independence.

Our History syllabus inspires pupils to achieve greater perspective and judgement and understand the complexity of people’s lives, how society has evolved and as well as their own identity and the challenges of their time.



## Religious Studies

Religious Studies provides an important learning experience for students at the Henslow School by helping them to understand the world around them.

In today's society, where communities are becoming increasingly diverse, there is an even greater need for a more religiously literate and tolerant society. Religious Studies plays a key role in our curriculum by creating social cohesion and generating genuine understanding between communities, reducing friction, intolerance and social unrest.

Our students are challenged with questions about belief, values, meaning, purpose and truth, enabling them to develop their own values and attitudes towards varied religious issues. Religious Studies encourages philosophical thought, decision making skills, collaboration and independent working skills. It also creates opportunities for students to develop their skills of dialogue, interpretation and analysis in a coherent context. All of these are vital skills in a modern workforce where communication, collaboration and cooperation are core skills.

Religious Studies allows students to leave with a legacy of balanced decision making, the ability to compromise and resolve conflicts, as well as providing them with a greater wisdom and moral compass to apply in everyday life.





## **Modern Foreign Languages**

Learning a language broadens student's understanding of the world and the importance of human connection. It supports the development of the brain in ways that can help students to better understand their own language and to explore the origins of words, linking closely to human history.

Language students learn the skills to embrace other cultures and to look beyond their immediate environment to develop a view of other ways of life; understanding how language underpins human relationships.

Our language students use their studies to further develop their understanding of their own metacognition. They develop their vocabulary and grammatical skills to build functional language ability. We hope that they take their language skills forward to relate in a more open - minded way to people from all cultures.



## **Music**

Music is food for the soul, it enlightens us, feeds our creative juices, helps us to relax, reduces anxiety, brings us together, and can even ease pain. At the Henslow School we embrace music in its widest form, from the basics of rhythms, learning to play different instruments, reading music or making music using software, to a much broader appreciation of music, its links to history, culture and our human origins.

Music can be explored and delivered in such a wide variety of ways that it can truly be delivered to engage all student learning styles, but at the Henslow School Music offers a mostly practical platform for students to develop their appreciation. Music is global and in learning to read rhythms and notation it can broaden students understanding of a shared language and global connectivity.

An appreciation of music is a lifelong relationship and in helping individual students to explore their personal taste in music we aim to help them begin this lifelong relationship, so that Music can continue to sustain and support their journey through life.



## **Art and Design**

Art allows humans to create intense beauty and enables powerful emotional responses. It is the essence of what separates us from the remainder of the animal kingdom otherwise known as the 'human spirit'. Participation and engagement in Art at our school, fosters a greater sensitivity to life and people, compassion, gentleness and respect for others, planting the seeds of equality.

Artists and Designers are in fact historians, geographers, sociologists, psychologists, therapists, scientists, mathematicians, foreign and English literature/ language students, technologists, and are necessarily physically aware and skilled. Art is built on the foundation blocks of ideas. It stimulates people to develop ideas beyond the normal margins of acceptability and to develop them successfully for continuation and progression of all living things.

Students who study Art and Design at the Henslow School have an opportunity to develop visual skills and a mode of enquiry that encourages open mindedness and creativity. All successful modern economies have their roots in Art and Design and value 'Ideas People'.



## **Food Technology**

### **KS3 Food Technology**

Developing a passion for food and an understanding of how to prepare nutritious meals for themselves and others is a vital part of healthy wellbeing for our students.

The food technology curriculum offers students the opportunity to learn a comprehensive range of skills and knowledge through a broad range of topics. The Henslow Kitchen allows students to do this in a safe and pressure free environment. Students gain knowledge and skills of ingredients, equipment, and processes through practical tasks, adapting recipes and investigation. Food safety and hygiene underpins all practical sessions as students are given the opportunity to develop their awareness and practise to help keep them safe in the future. Students are also given the opportunity to explore a range of cultural dishes, nutritional considerations, local and seasonal products. Through the curriculum students are encouraged to reflect upon and build their independent skills.

### **Nutrition**

The main assessment areas are:

- Health and Nutrition
- Food Planning and preparation
- Cooking Technique
- Knowledge of ingredients
- Independence

Topic areas studied include:

- Introduction to kitchen safety
- Nutrition and the Importance of Breakfast
- Seasonal Cooking and Festive Treats
- Planning a Meal
- The Global Kitchen
- Lunches – the staple foods
- Salads & Summer Foods



## KS4 – Food Technology (BTEC Home Cooking Skills)

Being able to cook is an essential life skill. Learning to cook used to be passed down through the generations, but this is no longer necessarily the case. It is apparent that many people do not have the skills to cook meals from scratch and lack food knowledge, creating a reliance on pre-prepared or ready-cooked food. Lack of time and money are also considerable issues. These have had a significant impact on the epidemic of obesity which is likely to have a profound effect on the health of the nation over the next century.

In this unit, learners will develop their cooking skills by exploring recipes for nutritious meals. Each recipe is underpinned with knowledge about planning and sourcing food, hygiene, and food safety. How to cook different elements of a meal to serve them at the same time are considered in this unit. The importance of presenting food well and how this contributes to its enjoyment is reflected on in this unit. Ways to economise when shopping for ingredients and cooking meals at home are significant aspects of this unit.

Learners will demonstrate their skills by selecting recipes for a nutritious two-course meal and following the recipes to prepare, cook and present the meal. This unit aims to give learners the skills and confidence to enjoy cooking meals at home, to apply skills to new recipes to continue cooking for themselves and their families and to inspire others.





## **Physical Education**

Physical Education allows students to develop an understanding of their body, its strengths and limitations. Lessons are designed to engender a love of activity, which can be taken into adulthood with a view to nurturing lifelong health and fitness.

Through participation in individual sports, students experience the perseverance needed to build skill, with the aim of achieving their perfect performance. Games allow young people to explore teamwork and to experience the expectations of sportsmanship, alongside the emotional self-regulation required to cope with both winning and losing.

At the Henslow School, our thoughtful physical education programme builds character and develops our students' social skills for adult life. It enables them to begin their journey of self-actualisation through building a view of both their physical strengths and weaknesses. It also allows them the opportunity to begin their journey by exploring activities and past times which may promote a happy, healthy, adulthood.



**PSHE (including Careers and Relationships and Sex Education)**

At the Henslow School we believe Personal Social and Health Education helps students to develop the knowledge and skills they need to adapt and thrive as individuals and members of society. PSHE supports students to take information from a range of subject disciplines to help find credible and useful connections. Enabling the student to see, for example, how Science is linked to discussions on drugs and Mathematics to the cost of living. We also support students to develop an understanding of British Values.

From taking part in open and intuitive discussions, to making responsible decisions about their health and lifestyle, PSHE helps students to sort the facts from the myths. Teaching skills around validation and recognising bias, ultimately preparing our students for life outside of school. From managing their financial futures, having positive relationships, making healthy life choices, sharing opinions and opening their eyes to the ways of the world they will become part of.



**Careers**

Careers information, advice and guidance helps our students to develop the knowledge and skills necessary to prepare them for the constantly developing world of work; this is critical to successful progression pathways. Careers education also allows students to examine their strengths and weaknesses and explore soft and hard skills in the light of future career options.

Within our Careers curriculum, we offer students the opportunities to develop a range of skills such as self-awareness, personal planning, personal finance, making informed career choices, enterprise and employability skills. We also provide our students with quality work-related experiences, visits to college open and taster days, visits to universities, and interaction with local businesses at modern apprenticeship shows and an annual careers day at school.

By engaging in Careers education we hope to inspire and motivate our students to strive to achieve their dreams and aspirations, as well as give them an understanding of the attitudes and qualities necessary to be successful in the world of work.



## **Tutorial**

Tutorial sessions provide an opportunity for students at the Henslow School to explore current affairs, considering social, historical and cultural events through 15 minutes morning tutor time and the weekly tutorial sessions. Content ranges from weekly quizzes revolving around the news, role play and exploration of real-life stories from the media and the celebration of key events, including charity activities.

Tutorial sessions also offer a safe and fun place where students can improve their attitude towards learning and enhance their overall performance by focusing on their own specific learning styles. They allow students to examine the current barriers they have towards learning and then provides them with opportunities to explore strategies needed to overcome these obstacles. It provides them with the chance to monitor their work and study habits by examining their student planners and helps prepare our students to successfully achieve their academic and personal goals, both within and outside of school.

Tutorial is vital for our students in allowing them to realise their own personal growth, so that they can in the future assume more responsibility for their learning and are better able to focus on their educational and social pathways. Moreover, these sessions enable our students to better understand the qualities needed to become a positive citizen and a good role-model in society.





## Personal Skills

At the Henslow School students are encouraged to develop real-life skills that will support them as they move towards adulthood. Within our personal skills curriculum, we offer students the opportunities to develop a range of life skills, such as self-awareness, effective communication, critical thinking and the ability to take on challenges. These personal skills support our students to improve their social and emotional literacy and underpin effective learning, positive behaviour and emotional well-being.

Students participate in both large and small group activities, promoting teamwork and social interaction. They are involved in face-to-face exchanges of thoughts, ideas, feelings and emotions. This includes exploring both verbal and non-verbal elements of personal interaction. We complete work and activities to support the development of a student's growth mind-set, metacognition and executive functioning, allowing them to become aware of their own identity and personal opinions about the wider world and themselves as individuals.

By developing a personal skills programme at the school, we aim to support our students to become positive individuals, who can recognise and celebrate their strengths and also identify areas of themselves which would benefit from further development.



## Duke of Edinburgh

The Duke of Edinburgh Award is a life-changing experience, it offers; an opportunity to discover new interests and talents; a tool to develop essential skills for life and work; a fun time with friends and a recognised mark of achievement, respected by employers.

There are four sections to complete at Bronze and Silver level and five at Gold. They involve:

- Helping the community/environment,
- Becoming fitter,
- Developing new skills,
- Planning, training for and completing an expedition
- For Gold only, working with a team on a residential activity.

Any young person from Year 9 onwards, can do their Duke of Edinburgh Awards, regardless of ability, gender, background or context. Achieving an Award isn't a competition, or about being first, it's about setting personal challenges and pushing personal boundaries. This is especially important for our students at the Henslow School, who have experienced challenging times and as a result sometimes struggle with self-esteem and self-confidence.

For students who take part, the benefits of achieving a Duke of Edinburgh Award at any level are broad ranging. The Duke of Edinburgh Award is about helping students along the path to a productive and prosperous future. Many of our past students who achieved their Bronze Duke of Edinburgh Award used it to support a college application; as the completion of the Award demonstrates perseverance and a commitment to complete a long term goal; all qualities appreciated by colleges and employers.

Achieving an Award will provide students with skills, confidence and an edge over others when they apply for college, university or a job. Beyond academic achievements, universities and employers want to see evidence of the 'soft skills' that students have developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. The Duke of Edinburgh Award is a fantastic way to demonstrate and evidence these skills in practice.



## Projects

Project Sessions provide students with an opportunity to explore Key Stage three subjects in an integrated and holistic manner. Sessions require students to use and apply the skills and knowledge they have gained across their academic subjects to solve a range of problems.

It aims to develop a range of Personal, Learning and Thinking Skills which have been identified as 'valuable' and 'required' in the work environment. These include: creative thinking, independent inquiry, reflective learning, teamwork, effective participation and self-management.

Project sessions aim to reflect a range of experiences and are planned and designed to meet the needs of the group at any one time. It gives the students the opportunity to work on challenges, solve problems, establish links with the community and understand the dynamics of the social world, often with a focus on design technology.

STEM disciplines are utilised and incorporated within the sessions giving students ideas about careers and qualifications in Science, Technology, Engineering and Mathematics. By working together, thinking about and using their skills, students can work towards being active members of society and make positive contributions as potential leaders of tomorrow.





**Personal Skills; including Social and Emotional Aspect of learning (SEAL); Social, Moral, Spiritual and Cultural Education (SMSC) and British Values**

Henslow School aims to help all students prepare for their next steps in readiness to leave school.

Understanding community and society expectations within the wider world is important.

It will allow them to gain the skills and knowledge that will enable students to make the right choices in the early stages of adulthood and empower them to become a respected employee, a valued member of society and resilient to the challenges that we all face.

The weekly lessons will cover a range of topics that explore social and emotional resilience, the understanding of communities and the development of inter and intra personal skills, such as:

Empathy, Respect, Honesty, Conscience, Positive Mental Health, Self-awareness, Personal safety, Moral Compass.

Students will also connect with special national days which will develop their understanding of society, such as “Black Lives Matter”, “Anti Bullying Week” and National Poetry Day”.



Last Reviewed	September 2023
Next Review Due	September 2024
Reviewed by	Head Teacher