



Trinity School and College



CURRICULUM FOR LIFE POLICY

Trinity puts children's rights at the heart of our provision in order to improve well-being and develop every child's talents and abilities to their full potential. Trinity recognises the United Nations Convention on the Rights of the Child putting it into practice within the school and beyond.

This policy promotes Article 29: your education should help you to use and develop your talents and abilities. It should help you learn to live peacefully, protect the environment and respect other people; Article 17: you have the right to get information that is important to your well-being.

Pupils' personal development and welfare are outstanding. The school provides exceptionally well for the individual needs of pupils. [Ofsted 2017]

The Education Act 2002 states that there is a duty for schools to promote pupils' Social Moral Spiritual and Cultural (SMSC) development.

The statutory requirement that schools should encourage pupils' SMSC development was first included in the Education Reform Act 1988. The Act began as follows:

'The curriculum for a school (must be) a balanced and broadly based curriculum which — (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life.'

The Department for Education state that there is a need

“to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.”

The government set out its definition of British values in the 2011 Prevent Strategy and these values were reiterated by the Prime Minister in 2014.

Trinity recognises that as well as promoting the highest standards in teaching and learning, and is committed to providing opportunities for all young people to develop the character and resilience they need to succeed in modern Britain.

Trinity aims to prepare learners for their futures providing them with strategies in order that they can access a range of opportunities, respond well to a range of life challenges and develop skills which will empower them to fully take part in a learning, training, living and/or working community.

Intent

At Trinity, our Curriculum for Life programme forms part of our Core Curriculum and is closely linked to our Careers Education, Information, Advice and Guidance Policy and programme. The Curriculum for Life programme incorporates all the elements of personal, health, spiritual, moral, social and cultural education and promotes the knowledge and understanding of safeguarding within our learners.

We offer the widest possible range of experiences and opportunities to our young people, believing strongly that the resulting growth in ‘character’ will be the greatest gift to stay with our pupils long after they have left us. Through our hugely diverse range of subject areas, we aim for our learners to gain a basic knowledge and understanding about the world, which they will be able to draw upon, build on and articulate throughout their further studies and beyond.

Trinity recognises that the spiritual, moral, social and cultural (SMSC) element of student’s education is crucial to their development as an individual, allowing them to take their rightful place in their community as a local, national and global citizen. As an educational provision we have included a focus on personal and health education and the programme is referred to as the Curriculum for Life. Trinity now has weekly ‘picture news’ which encourages debates, discussions, presentation around moral, social, spiritual, health, global news, British values, discrimination and prejudice to name a few.

Curriculum for Life promotes the British Values that we would encourage our learners to hold and a positive attitude towards learning, knowledge and society. The curriculum is

fundamental in preparing young people for life; students are helped to develop positive attitudes and beliefs by being given opportunities to:

- Develop personal skills for life and to enable the highest level of independence possible;
- Ensure that knowledge is gained on how to manage health issues, including mental health in order to have resilience and a positive future with a strong body and mind;
- Develop spiritual values and reasoned personal and moral values.
- Consider the pluralistic nature of society;
- Develop understanding and respect for those with different religions, beliefs and ways of life;
- Value everyone equally;
- Create and develop personal relationships, based on trust, self-esteem and mutual respect;
- Become active, responsible citizens in a democratic society;
- Develop an appreciation of human achievements and aspirations.
- Develop an understanding of the world in which they live and the interdependence of individuals, groups, nations and the environment;
- Develop skills of independence and economic awareness;
- Develop emotional intelligence and resilience for life;
- Develop an understanding of how to maintain personal safeguarding and the ability to exercise personal rights and responsibilities;
- Prepare for further education, training and employment.

Through the Curriculum for Life we seek to develop attitudes and values that will enable students to become responsible and caring members of the school community, and in the future positive members of our society. We give students the opportunity for spiritual reflection and encourage them to explore the fundamental questions of life including their own personal existence, journey and purpose.

We seek to foster an attitude of tolerance and value towards those from a culture and background different from their own. Students are encouraged to develop an understanding of the world, society and the community and accept responsibility as a citizen as well as the capacity to tackle moral and spiritual dilemmas and to try to reach independent judgements, which reflect universal human principles. Through perception and sensitivity, tolerance and respect for others as individuals and in groups we would also expect students to develop questioning, enquiring minds and learn how to express their ideas appropriately.

The Programme of Study

Personal and Health

Trinity focuses on ensuring that learners have a personalised learning programme which places them at the heart. Students have case studies and intervention schedules which ensure that the Trinity Educational and Welfare Staff are working collaboratively to meet the requirements of the Educational, Health and Care Plan.

Annually Trinity students learn about and reflect upon Anti Bullying and Equality and Human Rights. This will support the emotional resilience of the learner clarifying expectations on future rights and responsibilities. In year 11 learners complete a Short Course on Travel Training/Roadwise, and students can opt to complete the Peer Mentoring Short Course.

Additional projects include the Anne Frank Ambassador Programme, Trinity Ambassador Programme, Autism and Anti Bullying Ambassador programmes as well as the Duke of Edinburgh Scheme. These programmes provide learners with skills and strategies to maintain health and safety as they progress towards adulthood. Since 2016/17 Trinity has offered an annual residential for learners within KS4 and 5 in order to support this area of the Curriculum for Life.

Spiritual Development

Trinity accepts that spiritual development is personal and unique to each individual. It is about the meaning of life, truth and ultimate values. It includes imagination, inspiration and creativity. It also includes an awareness of self-identity and self-worth.

The programme of work is reviewed annually and focuses on different aspects of beliefs and values across the world, as well as the rich diversity within the learners own community. In developing their own opinions, tolerance and acceptance of others, learners will research the beliefs, values and views of religions in the 21st century.

Religious Education is a core subject in Key Stages 2 and 3 but continues to form part of the Curriculum for Life programme package throughout Trinity.

Moral Development

Moral education is supported through a range of events and activities, including the Bullying Intervention Focus Group (within Students Voice), the Peer Mentoring Programme and the value that is placed on positive behaviour within the school through the Headteacher Commendation Programme. Students' knowledge, understanding, intentions, attitudes and behaviour in relation to right

and wrong within the accepted codes and practices of Trinity are set to prepare our learners for life within our society.

Students will be able to show through their work that they have an understanding of right and wrong, respect for others, a developing empathy and acceptance and are able to support a structure of rights and responsibilities within a school community.

Social Development

Promoting the skills and personal qualities necessary for individuals to live and function effectively in society is an essential part of the educational provision at Trinity with the provision of Speech, Language and Communication Therapists, Emotional Wellbeing Therapists and Occupational Therapists. All these professionals work to improve learner's emotional intelligence, receptive and expressive language and friendship making skills.

Annually learners are involved in debates, presentations, discussions and community educational trips through the Curriculum for Life programmes of study. The activities such as the Annual Christmas Fayre and Fund-raising Projects also provide 'real-life' opportunities to develop social skills for future life and employment.

Since 2016/17 Trinity has offered an annual residential for learners within KS4 and 5 in order to support this area of the Curriculum for Life.

Cultural Development

As a cross curricular provision, learners increase their understanding of values, beliefs, customs, knowledge and skills of others different from themselves, including reflecting on our historic inability to apply equality and diversity in a positive way allowing everyone their own identity.

Understanding the consequences of not having the ability to tolerate and accept cultural differences are debated through the evidence provided within History. Whole school events include the Holocaust Memorial day in January and current news on issues related to immigration and refugees, alongside a Cultural Day.

Character Education

As a holistic educational provision, learners increase their own personal qualities, values and skills for life through a range of learning opportunities throughout the curriculum and on key citizenship days throughout the academic year. This focus within the educational provision provides learners with a range of strategies, knowledge and understanding of how to become a positive

member of our communities. Within Character Education, students have an opportunity to reflect and evaluate their understanding of how to manage challenging situations and difficulties with life including key topics of bullying, safeguarding, healthy living including mental health and emotional wellbeing.

Since 2016/17 Trinity has offered an annual residential for learners within KS4 and 5 in order to support this area of the Curriculum for Life.

Sex and Relationships Education

Trinity provides Relationship and Sex Education to all students (including education about HIV and AIDS and other sexually transmitted infections) and the teaching of human growth and reproduction as set out in the National Curriculum. This element of the education provision is equally a part of the Curriculum for Life Policy as it seeks to prepare children and young people for safe relationships including sexual relationships in the future.

Trinity Statement on Promoting Fundamental British Values

Trinity approaches the promotion of fundamental British values in line with the Government's PREVENT theme. [Extremism and Radicalisation Policy] and during this each academic year we will focus this element within our Curriculum for Life dedicated weekly learning sessions and Activity/Events days.

Democracy

Democracy is embedded at Trinity. Students are always listened to by adults and are encouraged to listen carefully and with concern to each other, respecting the right of every individual to have their opinions and voices heard. Student also have the opportunity to air their opinions and ideas through our Student Voice, through speaking and listening weekly sessions, debates within activity and event days, and through regular questionnaires. Voting takes place at Trinity linked to the House System and also with respect to mock elections which reflect what is happening within our own communities or in the wider world.

The Rule of Law

The importance of laws whether they are those that govern the class, the education community or the country, are consistently reinforced. Each classroom has their own classroom rules, which are discussed and set with the students' voices being heard. The rules are agreed by the class and are to ensure that every class member is able to learn in a safe and ordered environment. Our students are taught the value and reasons behind laws, that

they govern and protect us, the responsibilities that this involves and the consequences when laws are broken.

Individual Liberty

Within Trinity, students are actively encouraged to make choices (and to respect that others may make different choices), knowing that they are in a safe and supportive environment. As an educational community we educate and provide boundaries for our students to make choices safely, through the provision of a safe environment and an empowering education. Our students are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely; examples of this can be clearly seen in our ICT E-Safety, Life Skills Challenges, PSE and Social Skills lessons. Whether it is through choice of challenge; of how they record; of participation in our numerous lunchtime activities; our pupils are given the freedom to make choices.

Mutual Respect:

Respect is one of the core values of Trinity and underpins our work every day both in and out of the classroom.

Working towards recognition of achievement

The Accreditation

Learners will complete projects in order to provide evidence for external moderation of the

- ASDAN Bronze, Silver and Gold
- ASDAN Certificate of Personal Effectiveness
- ASDAN Life Skills Challenges
- ASDAN Personal Progress Diploma
- ASDAN Life Skills Diploma
- NCFE Occupational Studies Award, Certificate or Diploma
- NCFE Personal and Social Development Award or Certificate
- Duke of Edinburgh Bronze and Silver Award
- ASDAN Short Course PHSE

Updated frameworks and specifications for these courses are available in Trinity to support the work across all key stages. Evidence of achievement is held on the Internal Quality Assurance Tracking system within Trinity and also in the learners own Records of Achievement.

Expectation of all Teaching and Teaching Assistant Support

All teachers and teaching assistants within Trinity must achieve the highest levels of training and development in the area of Safeguarding knowledge and understanding in order to support the Curriculum of Life programme for learners.

The accreditation programme through ASDAN is subject to the Internal Quality Assurance Policy and Procedure which must be followed by all assessors within Trinity.

Training and Development to support the Accreditation programme

All teachers and teaching assistants will be provided with tutorial support from the Internal Quality Assurance team [see IQA Policy] within the school with respect to planning for assessment, and final assessment. Standardisation work will be completed with teachers within the Curriculum Policy to ensure that high standards of teaching, learning and assessment.

The Learning Environment

Trinity is committed to using a range of educational and community environments in order to provide access to a rich and engaging curriculum for life. The Curriculum Policy provides further information about the range of the curriculum. The Learning Outside the Classroom (LOtC) Policy provides guidance on our commitment to LOtC.

LOtC is an essential part of the learning process for all learners, and a range of LOtC experiences are offered at all levels and across all subject areas. LOtC activities must be fully inclusive, frequent, continuous and progressive, with specified learning outcomes. Learners should be involved in follow up work in lessons. Links should be made between different curriculum areas to achieve cross-curriculum learning outcomes.

Trinity values its relationships with community organisations which support the educational provision and experience and would like to recognise this within this policy:

- Squirrels Horse Riding School
- Huguenots Museum for Art and History Projects
- Anne Frank Trust – Ambassador Programme and supporting History, Citizenship
- British Legion – Rochester and Stroud supporting History, Curriculum for Life
- AcSEED – Supporting Emotional Wellbeing
- ASDAN – Supporting Projects within the School
- Therapy Garden - Supporting Land-based and Emotional Intelligence

- John Nike Leisuresport – Chatham Ski & Snowboard Centre Alpine Park supporting work experience
- Bridgewood Manor Hotel supporting work experience and shadowing
- Kent Film Office supporting Media Studies
- Topps2Toe Hair and Beauty – Supporting work experience and shadowing
- QHOTELS – Supporting work experience
- Rochester Cathedral – Supporting the Curriculum for Life, PSE, Art and Design, History and Religious Education.
- Medway Park Leisure Centre – Supporting Physical Education and Expressive Arts
- Little Fish Theatre – theatre which supports the development of skills for life
- The UK German Connection – an organisation which promotes German and English links in a spirit of reconciliation, acceptance and tolerance.
- Designed by Esther – supporting Art, Design and Presentation.
- Karen Scott at Future Coders, a university lecturer working with ICT teachers to improve subject knowledge of Coding and also working with learners.
- Dynamics, a company outsourced via the Medway Music Hub to support our Music provision.
- SB Hair & Beauty Academy – supporting the development of the Level 2 hairdressing course for Mirror Image, Trinity.
- Wildwood (LOtC Quality Badge Holder) – supporting learning in a range of subject areas including Psychology, Personal and Social Development.
- Mid Kent College to support subject areas including Media and Coding

R. C. Kennedy

Rebecca Kennedy, Headteacher

Date: November 2019

Review Date: September 2020

Elizabeth Baines

Elizabeth Baines, Executive Principal/Governor

Ratified 18th November 2019