

Lever Park, Bolton Impact Trust Personal Development Curriculum

Rationale

The personal development of the pupils at Lever Park is at the very core of our curriculum. Most of the pupils who attend Lever Park require support with their social, emotional and mental health, and a large proportion of our pupils have had adverse childhood experiences (ACES) which have impacted upon their young lives. We have designed a Personal Development curriculum to address the complex needs of our pupils and to give them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. The Personal Development curriculum is planned as a stand alone subject within the curriculum and also across the whole curriculum offer including academic subjects, careers, enrichment, assemblies, form time, mentoring sessions and cultural visits; and ensures that pupils have access to a rich set of experiences.

As with the academic curriculum subjects, the plans for each pupil are intelligence-led and personalised. During the induction period for every pupil detailed profiling enables staff to design a personalised plan to address those areas of need through the personal development curriculum.



Knowledge

We ensure that throughout the Personal Development curriculum pupils acquire the key knowledge required to:

- Keep healthy both mentally and physically
- Understand the fundamental British values of democracy, the rule of law, liberty and mutual respect and tolerance of others
- Understand, appreciate and respect difference in the world and its people
- Understand how to be responsible, active citizens who contribute positively to society
- Have an age-appropriate understanding of healthy relationships and of the protected characteristics



Character

We ensure that throughout the Personal Development curriculum pupils are supported to be confident, resilient and independent. Pupils explore their moral and spiritual beliefs and those of others. Pupils learn about society and culture and how to be a productive member of their community. Pupils engage with views, beliefs and opinions that are different than their own and are taught to be respectful and kind when discussing and debating issues and ideas.



Creativity

We ensure that throughout the Personal Development curriculum pupils have the opportunity to develop their talents and interests and are exposed to a range of rich experiences to nurture and inspire them.



Innovative Thinking

We ensure that throughout the Personal Development curriculum pupils are encouraged to think about views, beliefs and cultures that are different to their own and to challenge their own views and beliefs. We encourage pupils to become discerning and autonomous in their thinking, to 'read between the lines' and to be confident in their own opinions, giving them the ability to make informed choices about their own lives.



Transform

We ensure that throughout the Personal Development curriculum pupils are ambitious for their future and are knowledgeable about the opportunities they have in terms of their post-16 destinations and future careers. We encourage pupils to understand the positive impact that they can have on the world and in their community.

Curriculum Design

Our curriculum is designed so that in Key Stage 3 pupils are offered 2 explicit lessons of 'Personal Development' per week (1 afternoon) and in Key Stage 4, pupils have one full day per term of a stand-alone 'Personal Development day'. It is also explicitly mapped out in academic subjects, the careers curriculum, enrichment activities, assemblies, form time, mentoring sessions and cultural visits.

Our pupils work through 5 Main topics during the academic year and build on these skills each year:

- Physical
- Cultural
- Skills for Life
- Community
- The Arts

Many students when they first arrive have little or no experience of the National Trust's '50 things to do before your 11'. We use this to baseline pupils to see what they have experienced and then incorporate this into the curriculum to support their personal development. The Personal Development Curriculum is constantly evolving to meet the needs of our pupils. Each pupil's progress is tracked through 'Gridmaker' which is used to record what they have learnt and how this has impacted on their social development.

The Personal Development curriculum gives pupils a broad, balanced and sequenced set of skills and experiences. Learning is sequenced so that there is a steady build-up of skills to ensure that underpinning knowledge and building blocks for learning are in place. Each year pupils take on new challenges both in and out of school developing their skills and knowledge of the world and society. Social development and confidence is a key factor of the personal development curriculum and pupils build on this throughout the programme, developing their own independence by doing activities to promote it such as using public transport, experiencing new activities such as water sports and learning life skills such as working around the house and swimming.

To meet the needs of some of our pupils who require further personal development, we personalise the curriculum and offer key working activities which are done on a one-to-one basis.

About 90% of the Personal Development programme is completed out of school so that all the activities can be experienced first-hand. As pupils travel through the curriculum the activities become more and more independent as they mature.

The Personal Development Curriculum Intent

Personal Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Physical</p> <p>Pupils will know:</p> <p>How to swim with an aim of them gaining at least their 10m badge.</p> <p>How to set a challenge and try to reach it</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities</p>	<p>Community</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>Understanding community-based projects and how to get involved.</p> <p>How to help fund raise for a charity about historical events and the importance of helping others.</p> <p>How to help within the community and why it is important not to litter.</p> <p>How to help vulnerable / the elderly.</p>	<p>Culture</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>Safety and how to act around animals</p> <p>Understanding working animals, how they can help others and how they train and work.</p> <p>How to successfully walk a dog, the unspoken rules for example asking dog owners before stroking other dogs, lead etc</p> <p>How to debate and create a presentation for a new class pet, setting realistic expectations of what</p>	<p>The Arts</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>The expected behaviour and etiquette when in a museum.</p> <p>The history of music – The Beatles</p> <p>What other members of their class like when it comes to music.</p> <p>How to create music using different instruments.</p> <p>What a theatre is and how a theatre operates.</p>	<p>Skills for Life</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>How to eat and exercise to have a balanced healthy lifestyle.</p> <p>How to join a library</p> <p>Different career paths through visiting Eureka Museum</p> <p>How to complete basic tasks in the house for example: Hoover, moping, making a bed, sewing a button, setting the table.</p>	<p>Enrichment Social Award</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p>

		<p>The importance of helping wildlife and nature and how you can do this for free.</p> <p>How to have a career in helping in the community</p>	<p>could live in the school environment.</p> <p>How to use skills learnt on the therapy farm at Lever Park in public at Smithills farm.</p> <p>Experiencing a wider variety of animals and how they live</p> <p>Experiencing a wider variety of animals and how they live</p>		<p>How to check a car for oil, screen wash, breaks.</p>	
Year 8	<p>Physical</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>What Geo-cashing is and how to read a map.</p> <p>Basics of fitness and part of a healthy lifestyle.</p> <p>How they can keep fit at home.</p> <p>How to compete in a competition and</p>	<p>Community</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>How they can help the staff at the school and do something nice for them.</p> <p>How to help fund raise for a charity about historical events and the importance of helping others.</p>	<p>Culture</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>Safety and how to act around religious buildings.</p> <p>Respecting other peoples' religions and cultures.</p> <p>Different religions and how to independently research a theme</p>	<p>The Arts</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>Different roles within the arts industry.</p> <p>Participate in an acting and dance workshop – experiencing new challenges.</p> <p>How to independently research different</p>	<p>Skills for Life</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p> <p>How to eat and exercise to have a balanced healthy lifestyle.</p> <p>How to open a bank account.</p> <p>How to budget when shopping.</p>	<p>Enrichment Social Award</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p>

	<p>understanding that not winning is ok and that it is the taking part that counts.</p>	<p>How to help the wider world and those in a less fortunate position through giving gifts to others.</p> <p>How to help the community of the church. .</p> <p>How to have a career in helping in the community.</p> <p>How to work as part of a team in order to complete tasks.</p> <p>How to post something.</p> <p>How to speak to members of the public appropriately.</p>	<p>What a Cathedral is and the history of Manchester Cathedral.</p> <p>What the Buddhist Temple is and Meditation</p> <p>Different cultures and how they differ in food.</p> <p>What a Mosque is and the elements of a Mosque, what is inside.</p> <p>The history of the Jewish religion.</p> <p>All walks and national trust pupils will learn the beauty of the countryside and how mental well-being is a massive part of getting out and going for walks and clearing your mind. Pupils will also learn about different national parks, go on nature trails and see wildlife.</p>	<p>artists from different eras.</p> <p>What a radio station looks like and how it operates.</p>	<p>How to travel by bus and train with the help of a staff member.</p> <p>How to complete basic tasks in the house for example: Hoover, moping, making a bed, sewing a button, setting the table independently.</p> <p>Basics of looking after themselves – Personal Hygiene.</p>	
Year 9	<p>Physical</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p>	<p>Community</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p>	<p>Culture</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p>	<p>The Arts</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p>	<p>Skills for Life</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and commit to the challenge.</p>	<p>Enrichment Social Award</p> <p>Pupils will know:</p> <p>How it feels to take on a new challenge and</p>

	<p>To be open minded in trying new things and activities.</p> <p>Both individual and group sport activities.</p> <p>Understanding that it is taking part and enjoying yourself doing sports is important.</p>	<p>To be open minded in trying new things and activities.</p> <p>How they can help other volunteer organisations within the community.</p> <p>How to help fund raise for a charity about historical events and the importance of helping others.</p> <p>How to help the wider world and those in a less fortunate position through giving gifts to others.</p> <p>Helping those in need</p> <p>How the legal and court system works, having experience being a member of the jury in an historical case.</p> <p>How to help charity organisations</p> <p>How to work as part of a team in order to complete tasks.</p>	<p>To be open minded in trying new things and activities.</p> <p>The expected behaviour and etiquette when in a museum.</p> <p>What a museum is and why they are important to our culture and history.</p> <p>The different types of museums that are in the Northwest.</p> <p>Interesting parts of history and what it feels like to see historical artefacts first hand.</p>	<p>To be open minded in trying new things and activities.</p> <p>The expected behaviour and etiquette when in an art gallery</p> <p>Different types of art deciding what they like and dislike.</p> <p>What other members of their class like when it comes to art.</p> <p>How to create art first hand</p> <p>How photography works and experience taking photos of land / cityscapes.</p>	<p>To be open minded in trying new things and activities.</p> <p>How to travel by bus and train independently.</p> <p>How to speak to members of the public independently building on social skill for the future.</p> <p>Basics of looking after themselves.</p> <p>Take on a work experience role at school.</p> <p>Eat as a class in a restaurant, how to read a menu, order food and drink, work on a budget.</p>	<p>commit to the challenge.</p> <p>To be open minded in trying new things and activities.</p>
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		<p>How to post something.</p> <p>How to recognise when you are making a positive impact on a community.</p> <p>How to support others and get involved in charity organisations.</p> <p>Build confidence in speaking to the public and offering help</p>				
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Assemblies and Form Time

Assemblies give us an opportunity to celebrate and share our school values, for collective worship and to celebrate weekly pupil achievements. Pupils attend assembly once per week and our assemblies are themed in line with our curriculum themes of Identity in the Autumn term, The Wider World in the Spring term and Making an Impact in the Summer term.

During form times class teachers are directed to focus on;

2 sessions of form time reading per week

1 session of support focusing on individual needs through social skills

1 session of supporting basic numeracy and literacy skills

During afternoon form time teachers are encouraged to collectively watch BBC Newsround to ensure that our pupils are up to date with current and world affairs. Form Tutors will facilitate group discussions based upon the topics brought up.

Activities Beyond the Classroom

Our pupils have key working sessions built into their timetable to address their individual needs. Some pupils have these session timetabled weekly and some pupils are provided with these session on a more flexible basis. Keyworking sessions are both responsive and supportive to individual pupil needs. During keyworking sessions pupils work on bespoke targets, these targets are tracked by Learning Mentors and overseen by form teachers. Targets are tracked on our objective tracker documents and pupils have several bespoke targets per half term to work on. Once a pupil achieves a target consistently, they will receive a new target.

At Lever Park we have four house groups named after important contemporary and historical figures – L.S Lowry, Emmeline Pankhurst, David Attenborough, and the Bronte Sisters. We want to provide pupils with a range of aspirational and diverse role models. The houses enable pupils to feel part of a team outside of their form and year group classes. Pupils are able to gain house points within lessons for going above and beyond, helping others, reading out loud in class and wearing the correct uniform.

We provide work experience opportunities for Key Stage 4 pupils where suitable. Our work experience provides the pupils with the chance to develop a sense of self-believe and self-assurance in their abilities within the workplace. They develop an understanding of navigating professional challenges and successfully contributing to a workplace which boosts pupils confidence.

We support the community with farm open days. We also foster and rehome animals that need a little extra care. Community members support the therapy farm and will often provide items for the animals. Pupils are also welcomed to support the running of the open days or gain hands on experience at the weekend by supporting staff with the upkeep of the farm.

Pupils partake in activities to support charities and the community such as Operation Christmas Child for Samaritans, litter picking, tidying church yards around the community, and supporting Bolton homeless community by making, delivering and handing out lunches to the homeless.

Within our Personal Development curriculum, pupils partake in a vast array of different school trips. These range from Music trips to Mere Hall, The Beatles Museum in Liverpool, Bolton FM, Crosby Beach and the Zoo at Blackpool. Pupils are exposed to a variety of different trips with different focuses including other cultures and communities.

Pupils participate in Football matches against different schools within an SEMH football league. Matches are held both at Lever Park and other schools that are part of the SEMH league. We are part of Greater Manchester games where we run and lead events for primary school children who also have SEMH needs. Lever Park works with Panathlon which provides sports competitions and training days for young people with disabilities and special educational needs. Our pupils are trained by Greater Manchester school games to lead and deliver adaptive sports to primary pupils with physical and SEMH needs.

PHSE

PHSE focuses on the 6 main topics:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These 6 themes are encompassed throughout Year 7 - Year 11 being built on in depth throughout the curriculum

Knowledge – Throughout the PHSE curriculum there is a clear focus on every pupils individual personal development, it enables learners to make informed choices on how to; keep mentally and physically healthy, understand fundamental British values (law, liberty, mutual respect and tolerance), how to be responsible and active citizens, how to positively contribute to society, understand the key components of a healthy relationship. The curriculum follows the topic areas of; being me in my world, celebrating difference, dreams and goals, healthy me, relationships and changing me. These all contain vital lessons to help provide the correct information and the most useful signposting tools for pupils to utilise and apply to their lives. By designing the curriculum to follow the same topic areas from years 7-11 it give a solid knowledge base for our pupils to constantly build on what they know and give them the best possible start to life post-16.

Character – Pupils are encouraged to explore their own identities and what makes them unique and special. This in turn inspires them to become more confident, resilient and independent and is focused on a plethora of ways in 'Being me in my world', 'Healthy Me' and 'Changing Me'. As well as their own

identities during 'Relationships' pupils gain an insight of how they could interact positively with others, the concept of love, intimacy and what a healthy relationship means to them. The PHSE curriculum covers moral and social values and beliefs of the pupils themselves and of those surrounding them or that they may encounter in the world. The aim is to ensure pupils are ready to build their own opinions that may be different to other in a respectful and appropriate way in order to be considered positive and productive members of their communities.

Creativity – When considering where our pupils 'fit' into the world, the personal development curriculum combines with PHSE directly when we explore the topic of 'Dreams and Goals'. Within this area we discuss what talents and interests the pupils have as well as allowing them to experience different areas of creativity they may wish to develop further. This topic is set to inspire and nurture each pupil and fill them with ideas of where and who they want to be as individuals.

Innovative Thinking – When the topic 'Celebrating difference' is taught, pupils are encouraged to think about views, beliefs and cultures that are different to their own and to challenge their own views and beliefs. This can often be a time to address misconceptions and myths they may have heard in the news or from family members. By encouraging pupils to become discerning and autonomous in their thinking we are giving the power of informed choice to them and helping their confidence grow in their own appropriate opinions.

Transform – The aim of the PHSE curriculum is to transform the way our pupils think about themselves and of the world around them. We ensure that pupils are ambitious for their futures and know of the opportunities they have post-16 and future careers. It is important that every pupil understands they are special and can have an impact on their own world and the world around them. We give pupils the ability to understand the positive effects they can have and the confidence to believe in themselves.

Careers

Our Careers curriculum focuses on 6 key areas:

- **Area 1 - Grow through life** Grow throughout life by learning and reflecting on yourself, your background and your strengths.
- **Area 2 - Explore Possibilities** Explore the full range of possibilities open to you and learn about recruitment processes and the culture of different workplaces.
- **Area 3 - Manage careers** Manage your career actively, make the most of opportunities and learn from setbacks.
- **Area 4 - Create Opportunities** Create opportunities by being proactive and building positive relationships with others.
- **Area 5 - Balance life and work** Balance your life as a worker and/or entrepreneur with your wellbeing, other interests and your involvement with your family and community.
- **Area 6 - See the big picture** See the big picture by paying attention to how the economy, politics and society connect with your own life and career.

Knowledge – Throughout the 6 key areas we ensure that pupils are supported to navigate in our ever-changing world and learn about how to be responsible and active citizens within society. Pupils are encouraged to reflect on themselves and respect others people’s differences. Through the curriculum pupils learn to understand the importance of maintaining both a positive mental and physical wellbeing and the importance of a work life balance and the effects this can have on themselves and others. An understanding of the fundamental British values are taught within the curriculum and pupils develop their understanding how mutual respect and tolerance of others.

Character – Pupils develop their character and are supported to become confident, resilience and independent learners within all aspects of their careers. Through the curriculum pupils learn how to contribute to society in a positive way and how to grow. Pupils gain an understanding of different jobs within a variety of cultures and the expectations within these. Pupils are supported to become proactive and a productive member of their community.

Creativity – A focus on exploring possibilities supports pupils to learn and experience a range of jobs and responsibilities, pupils learn about recruitment processes and the culture of different workplaces. Pupils are exposed to a variety of rich experiences, for example, building a CV, preparing for an interview and partake in mock interviews. These experiences allow opportunities for pupils to showcase their talents and interest within their CV application and supports pupils to be inspired that they can successfully partake in an interview process giving them the confidence to mirror the process Post-16.

Innovative Thinking – Pupils learn about a variety of different career paths and work closely with the designated connexions advisor to support pupils to prepare for opportunities, responsibilities and experiences they encounter. Pupils learn about seeing the big picture in Area 6 of the focuses and pupils are given the opportunity to think about others views, beliefs and cultures and connect these with their own career pathway.

Transform – Pupils are transformed within the careers lessons, the curriculum is specifically designed to support and enhance opportunity for pupils in the most suitable way post-16. Pupils learn a multitude of skills and attribute which can be used within different career choices. Pupils are encouraged to understand how to become a positive role model and how to be professional within their careers and develop and understanding of how they can have a positive impact in the wider world.

Personal Development across our Core Curriculum and Vocational Development Curriculum

Alongside our core Personal Development curriculum, we also deliver personal development through every other subject within the curriculum.

English

Knowledge – We ensure that throughout the English curriculum pupils acquire the key knowledge required to:

- Manage their mental health and personal well-being through the study of the many mediums of literature, such as theatre, poetry, and the novel. Pupils will develop emotional intelligence and the necessary vocabulary to vocalise their own emotions and beliefs by contextualising this through practising empathy. They will understand that reading for pleasure results in better mental health as it can act as a cathartic experience, means of escapism, mindfulness exercise and overall mood booster.
- Understand the fundamental British values of democracy, the rule of law, mutual respect and tolerance of others through experiencing a range of diverse fiction and non-fiction texts.
- Understand, appreciate, and respect differences in the world and its people through the study of a varied and inclusive English curriculum, which is a blend of canonical texts and contemporary works that expose pupils to voices and narratives beyond their own lived experience.
- Clearly and confidently elaborate and explain their understanding and ideas with a mastery of language, underpinned by respect for others and an awareness of the impact that words have on the world.

Character – Pupils develop their own character attributes by engaging with challenging and thought-provoking concepts and texts from a range of genres, social, cultural and historical contexts. Pupils are taught to read, listen, discuss and debate with sensitivity and respect for other ways of viewing the world. They build confidence and resilience through this field of study as we create safe classroom spaces that allow pupils to make mistakes when tackling controversial topics and texts. Fostering a sense of curiosity and bravery to challenge their own beliefs, biases, and the views of others and to do so with kindness and respect.

Creativity – Pupils use language creatively and imaginatively in varied forms for a range of audiences and purposes. Pupils experience the best that has been thought and said in the field of English Literature to nurture their creative thinking and inspire them to express themselves using the spoken and written word. Throughout the English curriculum, pupils are exposed to a variety of experiential learning opportunities which allows them to incorporate their own interests and try other creative outlets which may be unfamiliar to them, such as drama, graphic design and podcast production.

Innovative Thinking – Throughout the English curriculum pupils are encouraged to think about views, beliefs and cultures that are different to their own and to challenge their own rational. Pupils are encouraged to become discerning in their thinking and understand how their opinions came to be so that they continually question if these interpretations of the world are authentic and appropriately informed. Pupils are taught to infer so that they may interpret deeper meaning and not just surface-level understanding. Pupils are always encouraged to evidence their lines of argument so that their opinions are well-informed. As a result, pupils are more confident and critical in their thinking and able to make informed choices about their own lives.

Transform – Pupils transform the essential knowledge and skills taught in the English curriculum into long-lasting success in their chosen post-16 destinations. They will be able to read and write fluently and communicate clearly and effectively with others with deep-rooted kindness and respect. Throughout this field of study, they understand what it is to be human, developing crucial characteristics like empathy, tolerance and respect for other people, their cultures and beliefs that will allow pupils to make a positive impact on their community and the wider world.

Maths

Knowledge – Pupils are encouraged to listen to others answers and reasoning behind their responses and respect their answers. They are encouraged to support other pupils in class and respect each others differences building a positive culture and ethos into the Maths lessons. We promote equality and diversity by exposing our pupils to a wide variety of famous mathematicians of different genders and ethnicities throughout our curriculum. When looking at money and pay we compare difference between male and female pay and open questions up about this.

Character – Through our Maths lessons pupils are scaffolded and supported within lessons, they are faced with activities that challenge and inspire them and given problems to decode and solve. Using problem solving pupils build up their resilience and confidence and the scheme of work is built with sequencing to support pupils to tackle problems and become an independent learner as well as build on their skills and thus their confidence within each subject area. Pupils in Maths are supported to express their own views and opinions within the subject area and a culture of respect is built within the classroom.

Creativity – Pupils are provided with a range of different types of learning approaches and experiences within Maths, lessons are designed to inspire and motive pupils as well as support and nurture their individual needs. Lessons are often focused around pupils' interests and this supports engagement and creative thinking. E.g. if we are looking at perimeter, area and circumference a lesson may be focused on a marked sports field such as football or hockey. Teachers are ambitious and inspire pupils to achieve or exceed their mathematical target.

Innovative Thinking – Pupils are encouraged to 'read between the lines' and use trial and error to tackle mathematical problems. Pupils are taught to think like a mathematician and become an independent learner. They are supported to make informed choices about the methods they use within their Maths lessons and this supports pupils Post 16 being able to put these taught skills into practice. We challenge pupils own views to achieve and overcome more than they imagined within Maths and support their development throughout the curriculum.

Transform – Our ambition for pupils to be able to function mathematically in society is paramount. Alongside this, pupils are also able to gain a variety of qualifications within Maths including Functional Skills Entry 1 – Level 2, NCFE Level 1, GCSE Mathematics and GCSE Statistics. Each pupil is pathwayed for their individual needs to support pupils to gain the most suited qualification for them when they leave post-16. We link our lessons to a multitude of different careers and give real life examples of these to pupils, we include a plethora of different career examples over a wide range of different job roles. We also provide the opportunity to look at Maths outside of the classroom. E.g. a practical lesson in the Food Technology room where we weigh and convert ingredients and look at different timings for different recipes or going to the shop and calculating discounts or best buys of items.

Science

Knowledge – Through our Science curriculum, pupils are supported to develop their scientific knowledge about biology, chemistry and physics and the fundamentals of these. Pupils develop an understanding and respect for the differences and similarities between the 3 types of core Science. Pupils develop their scientific knowledge and are able to answer questions about the scientific world around them. They develop an understanding of the methods and processes behind Science and grow an understanding and appreciation for Science within the world including famous Scientists such as Isaac Newton when learning about gravitational forces.

Character – Pupils are supported within the Science curriculum to develop their opinions and beliefs through experiments and express their opinions about their experimental results or findings. Pupils are encouraged to debate each others research and results in a positive and respectful manner. Through trial and error experiments pupils develop their resilience and build confidence. Pupils are encouraged to work independently as well as part of a team throughout lessons time and a culture of working as a team and supporting other pupils' answers is created within the classroom.

Creativity – Through our curriculum pupils are exposed to a range of experiences including practical and theory lessons where pupils are encouraged to develop scientific ideas and experiments with creating their own inventions and discoveries. Pupils are given the opportunity to showcase their talents within the 3 core strands of the Science curriculum; biology, chemistry and physics and develop their interest and strengths within the 3 different areas.

Innovative Thinking – Pupils are encouraged to think like a scientist; scientific thinking involves making predictions about what will happen next, testing those predictions and observing the outcome, recording that outcome in some way, and telling others about what's been discovered. This way of thinking supports pupils to think about others views and beliefs and encourages pupils to 'read between the links' and develop their confidence to form their own opinions to make informed statements or findings.

Transform – Pupils transform their scientific knowledge throughout the curriculum. Pupils build on prior learning and cross curricular links are supported in all lessons, for example, when pupils are learning about the human skeleton and digestion links to their PE lessons are discussed. Pupils are equipped with skills and attributes such as problem solving, enquiry and reasoned debate, scientific literacy, teamwork and independence to be able to function in a scientific world and are able to use these skills to support their Post-16 destination.

Humanities

Knowledge – Pupils are offered the opportunity to learn how to be responsible, active citizens and are supported to contribute in lessons and develop an understanding of how to respect each other's differences and understand British values and the fundamentals of this. Through the curriculum pupils are challenged and debates about differences in the world are discussed within lessons.

Character – Pupils have ownership on independent work. Constant recapping from prior learning is done at every level to help with the pedagogy of the subject. This helps to build up confidence as well as preparing them for post 16 when the pupils are entering the world of work. It helps them have the capabilities of working confidently and successfully by themselves. Pupils have experience at visiting areas they are studying, for example the Jewish Museum. The work across Humanities falls into the three main categories for the Humanities framework. Pupils learn about society and culture and how to be a productive member of their community. This is completed through educational trips and work within the classroom either independently or as a class. Equally, pupils engage with views, beliefs and opinions that are different than their own and are taught to be respectful and kind when discussing and debating issues and ideas.

Creativity – Pupils have the opportunity to not only secure knowledge but develop knowledge. Activities help to build individual confidence and nurture pupils and learning within the subject area. A fun and relaxed environment allows pupils to express themselves in a positive way. Pupils build on their own beliefs and feel inspired to pursue more knowledge within the area. Humanities is key for allowing the creativity and individual talents of pupils to shine through.

Innovative Thinking – The curriculum has been devised to help create debates and develop understanding and acceptance of other pupils' views. These debates relate to current topics such as global warming and the conflicts within the Environment to the Industrial Revolution and whether the impacts of technology have continued to grow today. The curriculum allows pupils to think about their own and others' beliefs, culture, and challenge what they think in a democratic and safe way. It also allows pupils to feel safe about their misconceptions and highlight any misunderstandings within their knowledge. A safe environmental culture is developed within the Humanities curriculum.

Transform – The knowledge gained in Humanities helps create a well-rounded pupil come post 16. The understanding of not only the local community but issues within the world helps pupils to adapt to surroundings and understand the core British values, this supports pupils Post 16. Throughout lessons discussions are had about the different types of careers within Humanities, e.g. using geography knowledge gained from the curriculum to support a career as a landscape architect or cartographer.

Art

Knowledge – The Art and Design curriculum has been developed to allow pupils the time and space to create work and find their creative side, through developing projects that have personal responses, enables pupils to discover themselves and explore who they are. The environment in the classroom is calming with music on in the background where appropriate, this gives pupils a therapeutic approach to Art and Design. Projects and key themes have been chosen to allow for discussing of Laws, liberty and mutual respect and tolerance of others, pupils discuss for example the theme of Graffiti and why it is illegal, they look closely at the Vanities and Day of the Dead festival discussing life and death, they look at the Aids Crisis during Pop Art projects and WW2 during a remembrance day project, creating their own artwork in response to these themes. Pupils look at a wide range of artists who have contributed positively to society and made an impact on the world and develop understanding of creating work that tackles themes of today within today's world. During lessons pupils are encouraged to share their views and discuss theirs and others work. Opinions are welcome in the classroom and social skills are developed throughout.

Character – The curriculum ensures pupils discuss different artists who created debates within their artwork, they look closely at the works of a wide range of artist throughout history and from different cultures broadening their understanding of different peoples beliefs and opinions that may be different to theirs. Lessons are structured to allow debates on views to do with artworks and meanings of different artworks with pupils learning to respect other people's views and opinions. Pupils' lessons are teacher led as well as independent study lessons which allows pupils to create work independently and build skills on problem solving and confidence in their own work.

Creativity – The curriculum is based upon creativity and allowing students the time and space to create personal responses to themes and build on these. Pupils have opportunities to develop their individual talents through the different themes and discover themselves as an artist whilst using a plethora of different mediums. Pupils are able to access curriculums suited to their individual needs which helps nurture pupils and inspire them to see their full potential.

Innovative Thinking – Throughout the curriculum pupils are encouraged to give opinions about their own and the work of others, through class discussion pupils look at different artworks developing the skills to appreciate others opinions and respecting that not everyone has the same views. Pupils experience and broaden their knowledge of different artists from around the world. Artists have been carefully selected in the curriculum. They represent different cultures, artists with disabilities and artists with different beliefs. For example they investigate L.S Lowry, Vincent Van Gogh and Antonio Gaudi who all had different disabilities. They also look closely at Frida Kahlo and how her Art represents her life and the Mexican culture.

Transform – Pupils consistently look at the careers of different artist and how they have had a career in Art and Design, they build on their knowledge and confidence of different art movements in order to express their own artistic style through a range of different projects. The curriculum allows pupils to reflect on who they are and their interests creating personal responses through art and design. Pupils are offered a personalised pathway within the Art Curriculum to suit the pupil best and support pupils in the best possible way Post 16.

PE

Knowledge – The Physical Education curriculum provides pupils the opportunity to participate in a number of disciplines. Pupils participate in invasion games, net & wall games, Striking and fielding games, OAA, and Athletics. Pupils are taught a number of skills both for their physical development and social development. Some of these key skills are, passing to outwit opponents and communication skills. This knowledge is then extended in KS4 as pupils participate in a BTEC introductory in sports course where they will learn how the body works drawing a creating a link between both practical and theory lessons. Pupils by the end of KS4 will have the tools and skillset needed to lead a happy and healthy life.

Character – Engaging in physical education nurtures students' character by instilling essential qualities and skills. Through participation in various physical activities, students develop resilience, teamwork, discipline, and perseverance. Physical Education encourages students to set goals, push their limits, and overcome challenges, fostering a strong sense of determination and self-confidence. Additionally, it promotes camaraderie and sportsmanship, as students collaborate with their peers in team sports and activities. Physical Education at Lever Park plays a vital role in shaping students' character by equipping them with valuable life skills and fostering positive personal attributes.

Creativity – Incorporating creativity into physical education enriches students' character by fostering innovation, problem-solving, and self-expression. Through creative activities and exercises, students are encouraged to think outside the box, explore different movement patterns, and develop their unique styles. Whether through, imaginative obstacle courses, or inventive team challenges, students are empowered to express themselves creatively while engaging in physical activity. This approach not only enhances students' physical skills but also nurtures their creativity, adaptability, and confidence. By integrating creativity into physical education, the curriculum cultivates well-rounded individuals who are not only physically proficient but also imaginative and resourceful.

Innovative Thinking – Fostering innovative thinking in physical education enhances students' character by encouraging creativity, problem-solving, and adaptability. Through engaging in unconventional exercises, unique challenges, and novel approaches to traditional activities, students are prompted to think innovatively. They are encouraged to experiment with different strategies, techniques, and equipment, sparking curiosity and exploration. By promoting a culture of innovation in physical education, the curriculum empowers students to approach obstacles with an open mind, to embrace experimentation, and to develop innovative solutions. This cultivates individuals who are not only physically fit but also innovative thinkers, equipped to tackle challenges creatively in all aspects of their lives.

Transform – Physical Education serves as a bridge across various disciplines, enriching students' character by integrating knowledge and skills from diverse areas of study. Through interdisciplinary activities, students explore connections between physical activity and subjects such as Mathematics, Science amongst others. For example, students may calculate distances and angles during sports activities, apply principles of physics to understand body mechanics, or analyse sports-related literature to explore themes of teamwork and perseverance. By incorporating cross-curricular elements into physical education students are provided with a holistic learning experience that not only promotes physical fitness but also fosters critical thinking, communication skills, and a deeper understanding of the interconnectedness of different subjects. This approach cultivates well-rounded individuals who are prepared to excel further
Post-16.

Design Technology

Knowledge – Pupils acquire the key knowledge to develop their technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. This increases pupils understanding and knowledge of how to become an active citizen. Throughout lessons pupils are taught how to respect and help each other as well as appreciate others skills and differences.

Character – Pupils develop character and the skills required to become resilient learners who overcome barriers and understand their own strengths and areas for development. Pupils become independent enquirers, where they are given the opportunity to explore their own creative development. This helps build pupils confidence and resilience within Design and Technology.

Creativity – Pupils develop the skills required to learn, to think and intervene creatively to solve problems both as individuals and as members of a team. Pupils are encouraged to use their creativity and imagination to design and make products within a variety of contexts, considering their own and others needs, wants and values.

Innovative Thinking – Pupils become innovative thinkers through articulate collaboration where they critique their own work as a design technician. Pupils are encouraged to become ambitious individuals and nurtured to overcome barriers to their learning or self-confident so that they can think outside the box and become informed consumers and potential innovators.

Transform – Pupils have the power to transform. Pupils learn to improve people's lives, they are able to make better decisions and they understand more about the impact of products on the wider world. They are able to use skills acquired to support Post 16 destinations and future careers. Pupils are also able to gain a Design & Technology GCSE within the curriculum which supports Post-16 college placements alongside other career pathways.

Music

Knowledge – Pupils will expand their cultural awareness by engaging in listening, performing and reflecting on diverse music and media genres stemming from rich cultural, geographical, and historical contexts. Through creative group music-making and collaboration activities, mutual respect between peers is encouraged and pupils develop resilience, confidence and self-esteem. Pupils will also learn how music can be utilised to help boost mood and aid emotional regulation supporting both their physical and mental health.

Character – Project-based learning plays an essential part in music sessions. This learning style allows for creative personalisation, which maximises engagement, increases confidence and encourages independence and musical autonomy. Pupils are encouraged to show respect and kindness when exploring the cultural/religious background of world music.

Creativity – Pupils are encouraged to use music as a form of creative self-expression wherever possible and bespoke song writing/production projects are delivered to those who take an interest in this area of music-making. Pupils who demonstrate a passion or proficiency in musical performance have the opportunity to receive free music tuition from the Bolton Music Service (BMS). Additionally, music bursaries provided through the trust music program are available to alleviate any financial obstacles that may impede students' musical achievements.

Innovative Thinking – Regular pupil voice is gathered and reviewed to ensure the resources/instruments/apps are appropriate for the musical interests of the learners. Project based learning activities encourage and enable pupils to develop the confidence and competencies confidence to make their own decisions about their learning.

Transform – When pupils leave school and venture into adulthood, they will have a 'music for wellbeing' tool kit they can take with them to aid emotional regulation, enhance wellbeing and evoke creativity/memories. To prepare for their post-16 journey, Lever Park musicians have the opportunity to pursue Trinity College Musical Performance Accreditations or develop personalized music portfolios. These portfolios can be shared with colleges, record labels, or on social media platforms to showcase their musical talents and accomplishments.

Motor Vehicle

Knowledge – The Motor Vehicle curriculum ensures pupils develop self-esteem and knowledge through learning new and essential skills within a progressive curriculum. Pupils learn the importance of their own mental health and activities such as coming away from a difficult task and having a small break if needed to generate solutions to solve problems. Pupils learn the responsibilities when carrying out repair work on customer vehicles and the impact it can have on other people's safety and wellbeing. Ethics as promoted within the curriculum to support this. Pupils are taught the importance of a health and wellbeing and how it can benefit their performance within the Motor Vehicle industry. Within the Motor Vehicle department the classroom is treated as a 'real life' workshop and this supports pupils' understanding and appreciation of how a real garage would operate.

Character – Pupils carry out tasks both as a team and independently. Pupils develop their confidence both independently and in a group setting and a culture of support is created, pupils offer support to each other and discuss their own opinions and views of how they can solve each problem. Pupils are encouraged to tackle tasks and build their resilience through trial and error. The curriculum emphasises on professional working relationships and pupils practice this by working together in a team with pupils in the class or across the wider school.

Creativity – Our curriculum provides an enjoyable learning experience for pupils and pupils build and develop their mechanical knowledge by kinaesthetic learning with practical activities. Pupils have the freedom to express talents and interests and during the programme they are able to showcase their individual talents such as when designing a car looking at the different colours, shapes etc. Pupils are exposed to a number of rich experiences and attend enrichment trips such as going to a real life garage to pick up equipment etc.

Innovative Thinking – Pupils are encouraged to problem solve including working around problems and issues thinking about the best tool to use for the job. Pupils work safely and hygienically and wear the correct work wear when in the motor vehicle room. Pupils are taught to diagnose faults through different processes and make informed choices.

Transform – We promote high aspirations for possible future careers in the industry and practical skills required for employment or career progression. Pupils are able to transform their knowledge and skills from Motor Vehicle into careers and destinations Post-16. Pupils develop an understanding in Motor Vehicle that there is a career for everyone and this culture is supported throughout the curriculum. Within the curriculum pupils learn about the motor trade and many different career prospects that they find appealing. They learn how to translate skills they learn in Motor Vehicle and how they can use these in a different job sector. For example, the mechanical knowledge learnt not only support a job role as a vehicle technician but is also knowledge used to support the careers for a service engineer on water pumps. Pupils also learn the basic fundamentals of how to do a signature, conduct an appropriate handshake, speak and answer the phone with the correct etiquette and these skills can be transferred to any customer service job including working as a receptionist in a doctors surgery. The Key Stage 4 curriculum supports pupils to gain a qualification within Motor Vehicle which support pupils to go onto college or another career pathway of their choice.

Catering and Hospitality

Knowledge – Within food technology we strive to implement an environment where the pupils are able to gain knowledge and experience of the importance of balanced diets and its impact their own physical and mental well-being. By devising a curriculum that incorporates development of life skills, it allows for pupils to create and enhance their own capabilities for preparing, making and serving a range of dishes. By going out into the community, for pre-arranged trips, sourcing of ingredients etc. it also allows for the pupils to demonstrate that they are positive, active citizens.

Character – By using a predominantly practical approach, the pupils are able, within their food technology lessons, to experience a number of different skills and techniques. This allows them develop their own skill set and build confidence in their own abilities. This is further enhanced by allowing them to take their created food home to share with their families/care givers. We produce a variety of different dishes within the practical lessons and pupils learn about the different foods of diverse cultures and religions.

Creativity – Whilst there is structure to the lessons, in food technology, there is sufficient scope to allow pupils to be creative within the practical dishes that they create. Continuous dialogue and conversations with the pupils, introducing new ingredients and dishes, facilitate exploration and possibilities to expand their repertoire. Positive reinforcement also encourages interests in cooking, food preparation and self-sufficiency in a kitchen environment.

Innovative Thinking – By adopting a multicultural approach and through the use of dishes to introduce different dietary beliefs/preferences, food technology can creates a platform that allows the pupils to explore views and opinions that may differ from their own. Introducing dishes that satisfy specialised diets shows the pupils that this can still be achieved without sacrificing taste or substance. It also gives the pupils options that allow them to forge their own opinions and choices going forward.

Transform – Food Technology provides a great foundation for potential career paths and is something that the pupils can take further, within post 16 education, or utilise for their own personal use. It also gives the perfect platform to explore food and dishes from other cultures and cuisines and how they can link into their home areas.

Animal Care

Knowledge – The curriculum gives our pupils the opportunity to understand and care for domestic animals and livestock. They learn about the five animal welfare needs and develop a good understanding around caring for animals. It offers a physical aspect due to learning how to clean housing and maintain areas of the farm. Pupils learn how to respect animals needs and develop skills working as an individual and when working with a team to ensure the care and welfare of various animals.

Character – The curriculum supports pupils in developing their characters by allowing them to work with various animals of their choice with the variety of animals we have at Lever Park. Pupils get involved with supporting local farms and working in the community to gain experience in aspects like livestock auctions and lambing season, this supports pupils to learn about society and culture with the curriculum area. Pupils are able to be a productive member of the school community by support the daily welfare of the animals.

Creativity – Pupils develop various skills with animals they are comfortable with but also animals they may never have had the opportunity to see in person before as well as learn how to care, feed and support an animal throughout its life. For a pupil who might never have had a pet before, to pupils who have had their own horses, cats or dogs, the curriculum offers a vast amount to pupils and allows pupils with either very little knowledge prior knowledge or greater experience pupils with animals something new to learn and widen their skills and talents. This can be done in various ways such as trips to livestock farms to support a working farmer, animal auctions and work experience in pets shops.

Innovative Thinking – Throughout the curriculum pupils learn about animal welfare acts, animal charities and learn how to correctly treat an animal based on the animal welfare needs. Pupils may or may not have had good or bad experiences with pets and it's an excellent way to guide and broaden their knowledge to the safe and correct ways of supporting and caring for animals. This curriculum allows pupils to share how they would treat animals and how they think animals should be treated. It allows pupils to confidently prepare to look after animals in the present and the future. Pupils are given the opportunity to support an injured animal or baby animals that may need some extra care and assistance, giving pupils this amazing experience to support them in later life.

Transform – The curriculum links with other subjects such as English, Maths, Motor Vehicle, Design Tech and all other subjects across the Lever Park curriculum. Pupils are given the opportunity to expand their knowledge and link it into other subjects E.g. Designing and creating new hutches /housing for some of the animals in their Design Technology classes or being able to fix wheel barrows in motor vehicle or using fresh farm eggs off the farm to make breakfast in Catering and Hospitality. Pupils learn the basics of how to care for and look after an animals, and when pupils understand the basics of looking after an animal it can be transferred to having the basic skills to looking after themselves or another person E.g. Providing fresh food and water, minimizing discomfort, pain, injury or disease and being able to confidently care for another. Pupils gain knowledge to support careers and ambition Post 16, they are able to transfer skills gained into a multitude of job roles and career pathways.

Land Based Studies

Knowledge – The curriculum designed to give an introduction to care for animals as well as offer pupils the opportunity to develop organisational skills and developing a personal progression plan for the future. Part acquire new skills around time management, ensuring pupils can develop their organisational skills, developing a detailed plan around where they would like to be in the future. These are all skills that will support pupils across many areas within their future. Another part of the curriculum is caring for and feeding animals. This supports pupils to widen their knowledge and experience in a specific area theoretically and physically. Pupils develop an understanding of how to become a responsible and respectful person.

Character – Pupils think about and discuss what they would like to do in the future as well as give them opportunities to try new things and gain new skills. Pupils have the opportunity to experience things they might never have heard of or seen. Such as lambing trips, the birth of various animals, and caring for a variety of animals under the animal's welfare needs. Having the opportunity to work alongside working farmers and professionals will help develop respect, characters and gain experience. Trips support pupils to learn about different societies and cultures and how to support different communities.

Creativity – Pupils work on new skills and develop new talents and interests. Pupils get to explore different pathways from the curriculum as well as gain new skills like being organised and the importance of this. Throughout the curriculum there is a number of opportunities to gain work experience alongside working farms and pet stores. Exposure to these experiences help inspire pupils and give them rich experiences.

Innovative Thinking – Pupils are given the opportunity to have discussions and discuss various opportunities around their own personal development and what they would like to do in the future. Pupils gain the opportunity to develop new skills and have new experiences in various aspects of the animal sector. From learning how to correctly care and feed animals as well as various work experience and class trips exploring a wider range of opportunities. Through these trips pupils develop their confidence and are able to justify their own opinions and beliefs.

Transform – Pupils are given the opportunity to express their interests and look into ways of going into new opportunities and develop new skills. Work experience and job shadowing in many different areas of animal care is provided within the curriculum. Pupils have the time to explore and discuss possible future courses and careers with teachers, professionals and people within various sectors of animal care.