

## **Curriculum For Life**

### **Intent**

The Curriculum For Life curriculum, formerly known as PSHE is delivered to all students at The Oswaldtwistle School, including students at the off-site provisions. The Department for Education states that Personal, Social, Health and Economic Education is “an important and necessary part of all pupils’ education” and to this, we deliver our CFL programme as part of the whole school core curriculum.

Our CFL Curriculum is designed to give pupils and students the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens within the UK. For our most vulnerable students we believe it equips them with the necessary knowledge and skills to keep themselves safe and grow in resilience.

The time allocated to the CFL curriculum at both KS3 and KS4 on main site is two 50 minutes lessons per teaching group and one lesson to off-site provisions on a weekly basis. The curriculum will include; the PSHE Association’s advocated content, a new Careers Programme linked to the Careers Development Institute Framework and Gatsby Benchmark, the statutory content of the DFE Relationships and Sexual Education and Health Education Programme, the Citizenship programme of study, given its overlap with CFL and careers and visiting guest speakers.

The curriculum incorporates aspects of the British Values themes, the rule of law, respect and tolerance, individual liberty and democracy. It also helps to develop and nurture the social, moral, spiritual and cultural characteristics of our young people. We believe that the quality of our provision in these areas is reflected by, and in fact is, a cornerstone of our ethos and beliefs as a school. These are not bolt-on curriculum initiatives but are values represented in everything that we stand for as a school and community.

At The Oswaldtwistle School, The CFL curriculum gives our pupils the opportunities to:

- Take and share responsibility
- Feel positive about themselves
- Take part in discussions in a supportive atmosphere
- Help them know and develop healthy, nurturing relationships of all kinds, not just intimate relationships.
- Make real and informed choices and decisions about their own lifestyle
- Help students make good decisions about their own health and wellbeing
- Meet and talk to people
- Consider social, ethical and moral dilemmas
- Recognise and respect the diverse world in which they live, including gender diversity
- Find information and advice
- Prepare them for change and life beyond school
- Develop effective organisational skills
- Challenge the status quo

- Engender a positive, self-motivated attitude towards life
- To engage with the world and work and possible career opportunities

At The Oswaldtwistle School, our CFL curriculum promotes the spiritual, moral, social and cultural development of our pupils, preparing them for life in the wider world. Pupils are taught:

- To develop the knowledge, understanding and skills they need to manage their lives now and in the future.
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities.
- The skills, language and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- Opportunities to develop positive personal attributes such as resilience, self-confidence, self-esteem, and empathy.

### Topics of study

KS3 (Year 7 and 8):

- Managing Change
- Physical health and mental wellbeing
- Proud to be me
- Staying safe online and offline
- Politics, parliament and me
- Friendships, respect and relationships
- Law, crime and society
- Celebrating differences
- Identity, relationships and sex education
- Dangerous society online and offline
- LGBTQAI+ explored
- Careers

Year 9:

- Essential life skills
- Body confidence
- Sex, the law and consent
- Legal and illegal drugs
- Combatting extremism and terrorism
- Contraception and STIs
- Careers

Year 10:

- Mental health and wellbeing
- Rights and responsibilities

- Exploring relationships and sex education
- Violence, crimes and seeking safety
- Exploring British values
- Exploring world issues
- Careers

#### Year 11:

- Adult health and looking after yourself
- Your future and beyond
- Sexual health
- Staying safe
- Careers

Our pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and local community. In so doing, every pupil learns to recognise their own worth, work well with others and become increasingly responsible for their own learning and personal development. They reflect on their experiences and learn to understand how they are developing personally and socially, tackling many issues that will prepare them well for adulthood and the world of work.

Pupils also find out about main political and social institutions that affect their lives and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity; diversity and gender differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

The wider intent of the curriculum encompasses the need to develop writing, reading, oracy and numeracy skills, all of which are combined into the curriculum. Topic related key words are highlighted through every taught topic and are shared via Topic Essentials, in order to build on a student's vocabulary bank. As Hart and Risley (1995) highlighted that disadvantaged students have a far smaller word bank and poorer reading abilities than the general student population and as a result, students are introduced to vocabulary banks which comprise of a maximum of twelve tier two and tier three words for each taught topic and these are embedded within their learning. Disciplinary Literacy, in particular reading and oracy is promoted within CFL lessons through frequently engaging pupils in accessing literature that is read individually and as a group, thus improving life chances.

Cultural enrichment takes part through thematic Drop-Down Days and the assembly programme, which run in line with the CFL curriculum, in order to extend learning and offer wider opportunities.

PSHE is now statutory and this means the DfE and PSHE Association have set out criteria that schools must teach. There is no formal qualification for CFL at The Oswaldtwistle School. End points are based on the National Curriculum and PSHE Association guidelines and learning outcomes are age appropriate. CFL is taught by two members of staff; the lead teacher for Personal Development and the lead teacher for Nurture. CFL staff have the scope to add sub topics that they feel students at The Oswaldtwistle School would benefit from, in

order to improve mental wellbeing, reduce crime and raise awareness of any given issue. This can be changed year on year to meet the needs of the current school cohort.

As The Oswaldtwistle School has a transient nature of pupils, it is important to note that long term plans can slightly change, in order to meet cohort needs. This is to make sure all pupils have fully understood the curriculum and not allow new pupils to miss out on essential knowledge.

As identified in the whole school curriculum intent, Social Emotional literacy (Steiner 1997), provides the underlying philosophy that permeates all that we do at The Oswaldtwistle School. As a team we focus on the promotion and development of pupil self-awareness, self-regulation, motivation, empathy and social skills and the difference this can make to a young person's wellbeing and behaviour. These skills are at the forefront of the CFL curriculum, as well as when guest speakers visit and Drop-Down Days. Staff who deliver CFL touch base with keyworkers, when pupils have struggled with concepts in CFL and/or displaying concerns that need to be spoken to on a one-to-one basis and with parents/carers. CFL lessons are a safe space for our pupils to access learning.

Personal development is keenly promoted in CFL lessons through SMSC, British Values, the rights of the child as promoted through the Rights Respecting School Award (RRSA), Careers Information and Guidance and mental health/wellbeing activities, all of which are built into individual units of learning across the CFL curriculum. Staff are well equipped with the knowledge and understanding to interweave wider personal development links to CFL topics.