

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 three 50 minutes lessons per teaching group and one 50 minutes 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:

- Managing Change
- Proud to be me
- Essential life skills
- Puberty and body development
- Physical health and mental wellbeing
- Combatting extremism and terrorism
- Politics, parliament and me
- Law, crime and society
- Criminal justice and wider participation
- Celebrating differences
- LGBTQAI explored
- Dangerous society online and offline
- Legal and illegal drugs
- Sex, the law and consent
- Contraception and STIs
- Staying safe online and offline
- Identity, relationships and sex education
- Careers

Year 10:

- Rights and responsibilities
- Mental health and wellbeing
- Exploring British values
- Politics
- Violence, crimes and seeking safety
- Exploring world issues
- Exploring relationships and sex education
- Living in the wider world
- Careers

Year 11:

- Your future and beyond
- Adult health and looking after yourself
- Sexual health
- Staying safe
- Careers
- Essential life skills
- Wider society

- Finance

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 all 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. Reading and oracy is also promoted within CFL lessons through the "Drop Everything and Read" days, as well as the 'no pen days.'

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; Personal Development Lead and Nurture teacher. 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.

Implementation

The programme of study varies between each year group and is split using a thematic approach. Such themes cover managing change, essential life skills, politics, careers, physical and mental wellbeing and puberty and body development but are not limited to these.

The content of the CFL curriculum is thorough and more extensive than a mainstream setting. This is because our curriculum has incorporated citizenship and a careers programme and instead of one lesson every week, main site students will have three lessons. The underlying principles and purpose of our school curriculum goes hand in hand with the CFL curriculum; personal Development is what we stand for as a school and community and as such we work tirelessly to help our students develop the necessary knowledge, skills and understanding to become responsible, resilient and productive citizens.

Given the barriers many of our students encounter with their learning, the CFL curriculum content has been chosen in line with the PSHE guidance and DfE statutory guidelines, along with student engagement in mind. This content can be viewed on the long-term plan in appendix 1 along with its links to prior learning.

A variety of teaching strategies are used to develop relevant skills and knowledge through:

- Developing discussion
- Thinking through debate
- Working in groups
- Investigation
- Real life topical scenarios
- Role play
- Participation
- Learning with simulations
- Reflection

All staff delivering the CFL curriculum are aware that views of some of the issues covered within our programmes of study may be sensitive or controversial. However, whilst personal views are respected, all topics are taught without bias. If staff feel inexperienced or unable to deliver a topic effectively then more experienced colleagues will assist.

Topics are presented using a variety of views and beliefs so that students are able to form their own informed opinions but also to respect others that may have different views. Extreme views in any form, on any topic will always be challenged and monitored carefully.

The delivery of CFL fully embraces the pedagogy developed by Rosenshine, in line with the ten principles of instructions. This is not a checklist that is included in every lesson, but instead a framework that encourages the teacher's professional development and evidence indicates that Rosenshine's theory promotes a teaching practice that achieves the best results in the classroom, as it offers guidance on how students' learn complicated tasks.

Given the emphasis placed on sexual harassment, this topic is thoroughly revisited throughout the year. This includes standalone lessons, catch up sessions, drop down days, assemblies, one to one work, group work, guest speakers and focus group. The reason behind this is because of the everchanging school cohort and the need for such topic to be at the forefront for both pupils and staff.

Students are assessed formatively against success criteria, through self-assessment, peer assessment and teacher judgement. Base line assessments/confidence checkers are used to assess the degree of understanding gained by each individual student in relation to end points.

CFL is led by a subject specialist who meets regularly with the other CFL staff member, in order to go through curriculum content and concerns before delivery.

Base line assessments are used for every topic. Students are asked to self-assess their understanding, in relation to the lesson objectives at the start of each topic by rating their understanding from one to ten (one being novice and ten being secure.) This is revisited at the end of each lesson, where students rate their understanding after being taught.

End of unit quizzes are used to assess students understanding, recap of previous learning and embed skills and knowledge. This explicitly highlights the Ebbinghaus Forgetting Curve,

whereby the role of frequent quizzing and interleaving plays a major role in the entrenching of learning. (Roeder and Karpicke, 2006)

As Ofsted have stated, "Learning is defined as an alteration in long-term memory. If nothing has altered in the long-term memory, nothing has been learned. Progress means knowing more and remembering more. CFL adopts this approach and students are constantly reviewing lesson content to build on the working memory and the long-term memory. This is in line with the Cognitive Load Theory.

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Impact

The underlying aim and impact of the CFL curriculum is to prepare our students for the next stage of their lives and promote personal development, thus having a positive impact on our pupils. We want our students to demonstrate and apply the British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. Students demonstrate a healthy outlook towards school and this is evident in the good behaviour seen across the school. As a result of this, students achieve age-related expectations across the wider curriculum. There are no formal qualification in CFL, however teachers assess pupil's progress using the CFL assessment tools, confidence checkers and base line assessments.

Through statutory CFL (PSHE) and RSE, students at The Oswaldtwistle School will develop the vocabulary and confidence needed to articulate their thoughts and feelings in a safe, trusting, respectful environment taking what they have learnt to their everyday interactions from the classroom to the wider community and their adult life.

We believe that the purpose of CFL is to build, where appropriate, on the statutory guidance outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education and ensure we expose students to a wide range of opportunities and visitors along the way.

Students are constantly pushed to achieve the best they can be and aspire to be the best, in lessons, Drop Down Days and visits. This 'Growth Mindset' culture allows students to enjoy their learning and challenges students to aim high. (Dweck, 1985) Rewarding students with Growth Mindset points and green points reinforces this and is part of our rewards system.

Covid 19 Adendum

A review of learning in relation to the work set during lockdown has revealed big gaps in learning and as a result the following units need to be revisited;

Rights and responsibilities,

British Values,

CFL Subject Statement

Politics and Parliament.

Once these units have been grasped, the curriculum will revert back to its natural order.