



Twyford
C of E
Academies Trust

Pastoral Curriculum

The Pastoral Curriculum¹ intent – Teaching life in all its fullness

Intent

The Twyford Trust's pastoral curriculum aims to teach and support students to live life in all its fullness through a deep understanding of the 10:10 ethic and how it applies to their lives and their futures. It aims to help every child gain a secure hope and a future (Jeremiah 29:11).

We consciously use stories from Christian tradition as the framework for the curriculum as we are a Christian foundation. In every unit we use a story from the Abrahamic tradition (since this informs Christianity, Islam & Judaism). We also use stories from other faiths and great stories of human endeavour. Students therefore confidently develop their own **spiritual** understanding and interpretation of the Christian tradition through Bible stories and the stories of other faiths and peoples. All members of the tutor group also form diverse **social** relationships with each other which are supportive, inclusive and based on common stories.

Students will learn to make positive choices in the challenging and complex world in which they live; they will gain knowledge in a wide range of areas related to their personal welfare and wellbeing including careers, **social awareness** and inclusivity which will enable them to flourish as good citizens with a well-developed spiritual and **moral** compass.

The challenges young people face are dynamic and whilst the curriculum covers SMSC, CEIAG, PSHE and RSE statutory requirements, it is also constantly evaluated and updated to go beyond just these requirements and ensure our students are equipped with the **relevant knowledge they need (at their age) to live and flourish in the world they do (right now)**.

Central to the curriculum is the idea of self-evaluation and self-appraisal. The students do this via the development of a 'personal portfolio' which helps them to develop an evaluation of their personal development, academic attainment and their progress in using the Trust thinking skills and creative applications.

The pastoral programme also aims to support the students' acquisition of literacy skills and critical thinking across the curriculum. Students engage with a variety of reading and listening activities and are challenged to express their views clearly in high quality written or spoken communication. As students dialogue with each other and encounter diverse points of view, they will also be required to think critically about different **cultural** perspectives and deepen their own understanding.

¹ The pastoral curriculum is mainly defined as the tutor time programme, assemblies & collective worship, PSHE workshops (some statutory PSHE is also delivered in curriculum areas)

Sequencing

The programme is designed around the Trust's 10:10 ethic and follows the 3 principles and 6 disciplines of the 10:10 ethic for each term / half-term. The principles and disciplines are therefore built upon year-on-year as students revisit and reapply these habits in new, age-appropriate contexts.

The Pastoral Curriculum is designed in key stage sections:

- Year 7 & 8 'Myself and others',
- Years 9, 10 & 11 'Walking with purpose'
- Year 12 & 13 'The way to work'

Year 7 & 8 Programme: Myself and others

The lower school programme has been built to induct students into the 10:10 ethic since this communicates the core values of the school community. Students are challenged to develop an understanding of who they are and how they relate to others around them. The Year 7 programme focuses on helping students make a successful transition and build a firm foundation, whilst in Year 8 students are encouraged to become leaders and begin to look outward to how they can have a positive impact on their communities. The Year 7 & 8 programme concentrates on Old Testament stories to create a framework to understand Christianity but also how faiths relate to each other as those stories are common to all the Abrahamic faiths.

Year 9, 10 & 11 Programme: Walk with purpose

The upper school programme focuses on gaining independence, decision-making, self-awareness and using ones gifts wisely and well. It engages even more strongly with critical PSHE/SRE issues to empower students to take ownership of their own future at this critical time. There is a strong emphasis on careers education, information, advice and guidance to enable successful onward transition post-GCSE. The teachings and parables of Jesus form a core of story to develop students' own spiritual and moral compass along with reflecting on complex characters such as King David.

Yr 12 & 13 Programme: The way to work

The sixth form programme aims to develop an understanding of service and social responsibility, and position students with the right self-knowledge to make successful decisions about post-18 pathways (further study, careers, and apprenticeships) in light of a clear understanding of their specialist expertise and interests. The stories draw particularly on the lives of Christian saints (faith in action) to help students explore how the idea of calling, vocation and support students to find their way in a complex world with timeless spiritual truths such as the Beatitudes and Fruits of the Spirit.

Pastoral Curriculum implementation – Curriculum overview

The following table summarises the key stories, themes and PSHE/CEIAG content that is covered by each area of the 10:10 ethic in each year group

Twyford Trust Pastoral Programme		Autumn : Good gifts used in service		Spring : Don't stay in a Bad Place		Summer : Unique Value in Community	
		Know Yourself	Agent for Good	Understand weakness	Accept Support	Engage Fully	Stretch
Yr 7	Title	Who am I?	Thinking for myself about what is right	Being tempted and getting things wrong	Help is at hand	Being tested	Rising to a challenge
	Stories	Adam & Eve Creation	Snake & the Apple Nativity	Cain & Abel Temptation Noah	Noah	Abraham	Joseph
	Themes (PSHE, RSE & CIAG)	Me in a new community What does the school community stand for?	Deciding what is good	Getting things wrong Anger and jealousy	Recognising the need for support, who to turn to & how to help others	Being confident to go outside our comfort zone	Self-confidence & risks of over-confidence
	Workshops	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 7					
Yr 8	Title	Having a sense of direction	Being Strong	Lacking confidence	Leading from alongside	Listening well	Thinking hard/wisdom
	Stories	Moses	Moses	Jonah	Naomi & Ruth	Samuel	Solomon
	Themes (PSHE, RSE & CIAG)	Influences Discerning a path Being a Leader Advice Overcoming difficulties Freedom	Being strong Preparing for challenge Having a sense of direction	Making mistakes	Accepting support Showing generosity Working as a team	Dedication Disengagement Social pressures	Decisions Equality
	Workshops	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 8					
Yr 9	Title	Clues to who I am	Putting my gifts to good use	Becoming a responsible adult	Good programmes	Being confident in my own identity and accepting others	Being inspired
	Stories	Recognition stories of Jesus	Recognition stories of Jesus	Teachings of Jesus	Parable of the talents Proverbs	David, Jonathan and Saul	Samson Queen Esther
	Themes (PSHE, RSE & CIAG)	Identity	Making the most of your gifts Revision/Exam techniques Facing giants	Subject choices Self-discipline	Your potential and your options	LGBTQ+ Mental Health Relationships Crime	Standing up for what we believe in, including our identity Q4 revision
	Workshops	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 9					
Yr 10	Title	Where I am going	Growing my gifts	Strong foundations	Getting help to understand future options	Adding value to others	Seeing what is possible
	Stories	Calling of Disciples	Following Jesus	The gospel according to Matthew / Colossians	The gospel according to Matthew	Hebrews	Luke
	Themes (PSHE, RSE & CIAG)	Identity Leadership Pathways Work experience CV writing	Managing stress Q2 preparation Labels and stereotypes	Pathways Interview skills Career sectors	Career sectors	Career sectors	Work experience Q4 exam prep
	Workshops	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 10					
	Title	Being ready for the next step	Courage to use my gifts	Dangers to watch for	Strength through humility	Accepting the challenge	GCSE exams

Yr 11	<i>Stories</i>	Advice of St Paul	Advice of St Paul	Advice of St Paul	Advice of St Paul	Advice of St Paul	Work Placement 2 University Visits
	<i>Themes (PSHE, RSE & CIAG)</i>	Identity Self-motivation/positivity Adversity Post-16 research Stereotypes Collaboration Goal setting	IAG meeting/open evening prep Revision strategies	Professional image Responding to feedback Success Grit Non-verbal communication	Healthy lifestyle Revision strategies	Final exam preparation	
	<i>Workshops</i>	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 11					
Yr 12	<i>Title</i>	Building community	Using your gifts	Facing up to responsibility	Recognising how others see me	Preparing for the future	Work Placement 3 University Visits UCAS Personal statements
	<i>Stories Ministry & teaching 2</i>	Good Samaritan	Parable of talents	Prodigal Son / Parable of talents	Paul's instruction to Timothy	Genesis Story – stewardship over the earth	
	<i>Themes (PSHE, RSE & CIAG)</i>	Knowing myself from the inside Positioning myself in wider learning / community service/ leadership Living in community, being a part of the Twyford Community	Post 18 Pathways – University/Apprenticeship/ Work/gap year Careers my gifts might be fit for? Applying for summer work experience What happened to last Yr13? Where are they now?	Stress/anxiety & Mental Health Job applications - CV Writing University Research Leadership Styles and Teamwork	Being in a position of Leadership Agencies to help Lifestyle choices – drugs, alcohol UCAS Preparation Support on Sexual & Health /Welfare	Social action – climate change & greener school Use of time & Money and budgeting Democracy, Voting and Elections	
	<i>Workshops</i>	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 12					
Yr 13	<i>Title</i>	Me and my next step	Applying my passions	Working with my weaknesses	Who can I turn to?	Living life to the full	A2 level exams Work Placement 4 University Visits
	<i>Stories Rules to live by</i>	Old Testament Patriarchs	The advice of Paul	Psalms	Apostolic and Prophetic Wisdom	Apostolic and Prophetic Wisdom	
	<i>Themes (PSHE, SRE & IAG)</i>	Plan for the year & on to life beyond school – university, career, apprenticeship etc & the full requirements The perfect application Leading the school community	What do I really believe and does it show? Completed all applications and finalised post-18 route	Coping with disappointment Weaknesses into strengths Impact of drugs /alcohol on futures Managing mental health	Making things work for good Community service Student finance Healthy lifestyles – eating, drinking, sleeping, sex	Dealing with stress What do I leave with?	
	<i>Workshops</i>	Please refer to the school website for the most up-to-date list of the PSHE and RSE workshops delivered in Year 13					

Pastoral Curriculum impact – Pastoral targets

SMSC is delivered through assemblies, tutor times, pastoral workshops, wider learning, extra-curricular activities, communions and RE lessons.

The desired outcomes of SMSC provision (i.e. the Pastoral Curriculum) at the Twyford Trust are defined by the Pastoral Targets in order to allow students, and tutors, to track their personal development. Pastoral Targets must be meaningful for the age and stage of the students and are therefore specific to each year group. The chart below gives an overview of the Pastoral Targets, expressed as what we would expect all students to have achieved by the end of each year.

Throughout their time at school, students maintain a portfolio in order to self-evaluate and record their own progress towards the Pastoral Targets as well as other key pastoral measures such as current % attendance and punctuality, number of positive and negatives conduct points, attendance at WL and learning habits grades. Students undertake this process of self-evaluation and recording termly and it will be discussed during the extended tutor time sessions that start each term, as well as at the start of year and end of year meet-the-tutor appointments with parents.

Students' understanding of key pastoral and SMSC themes delivered through the pastoral curriculum is also assessed via AfL during tutor times and PSHE workshops.

	Curriculum <i>(Know yourself)</i>	Assessment <i>(Understand weakness)</i>	Conduct <i>(Be an agent for good & Accept support)</i>	Wider Learning & Career development <i>(Engage fully & Stretch)</i>	Wellbeing, spirituality and reflectiveness <i>(Engage fully & Stretch)</i>
	A positive & purposeful attitude Commitment to improvement			Outward-looking	
7	I can explain my opinion of all of my subjects. I know my strengths in each subject as well as the areas I need to improve on. I can explain why each of my subjects is valuable. I am familiar with the thinking skills and creative applications. I can give examples of when I have used each thinking skill and creative application. I regularly access COPIA to help me with all my subjects.	I know my target and current level for each of my subjects. I know if I am on track to achieve my target in each of my subjects. I know what I need to do to improve before the next assessments. I am confident that I know what I need to do to achieve my target by the end of Year 7.	I am proud of the number of positives I gain each week. My conduct in class enables me to learn well and does not prevent anyone else from learning. I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. I always hand in my prep and homework on time and done to a good standard. The number of negatives I get is minimal/zero or is going down.	I have represented my House in an inter-form event or Enterprise day. I have represented my school on a team or a trip. I have taken on a position of responsibility in my House or form. I have participated in Pastoral Workshops and worked well as part of a team. I regularly attend at least two extended electives (including Study Club) per week. I have contributed to a project or event outside of lesson time. I have demonstrated my reliability in a range of situations.	I have understood and can effectively use the Trust stillness techniques and the Trust posture. I use Communions, tutor times and assemblies to reflect upon my spiritual life and personal development. I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. I have used the Pastoral area on COPIA to explore topics that interest me.

	I have thought about some different future careers and know which ones I'm more interested in.		I have 100% attendance and punctuality. My uniform is always smart.		
8	<p>I know which subjects I want to take forward as electives and which I would want to drop.</p> <p>I can give my parents and teachers a good explanation of my reasons.</p> <p>I know all of the thinking skills and creative applications and can identify the ones I am best at as well as those I need to work on.</p> <p>I access COPIA independently and effectively to support my progress.</p> <p>I know which careers interest me and which qualifications I would need.</p>	<p>I know my target and current level for each of my subjects.</p> <p>I know if I am on track to achieve my target in each of my subjects.</p> <p>I know what I need to do to improve before the next assessments.</p> <p>I know what I need to do during year 8 in order to be able to choose the GCSE subjects I want.</p>	<p>I am proud of the number of positives I gain each week.</p> <p>My conduct in class enables me to learn well and does not prevent anyone else from learning.</p> <p>I know the Trust Etiquette and use it to inform my conduct both in school and outside of school.</p> <p>I always hand in my prep and homework on time and done to a good standard.</p> <p>The number of negatives I get is minimal/zero or is going down.</p> <p>I have 100% attendance and punctuality.</p> <p>My uniform is always smart and sets an example for younger students.</p> <p>I have taken part in the buddy system and supported the new Year 7s to be positive members of the school community.</p>	<p>I have represented my House in an inter-form event or Enterprise day.</p> <p>I have represented my school on a team or a trip.</p> <p>I have taken on a position of responsibility in my House, form or the school.</p> <p>I have participated in Pastoral Workshops and worked well as part of a team.</p> <p>I regularly attend at least two extended electives (including Study Club) per week.</p> <p>I have contributed to or led a project or event outside of lesson time.</p> <p>I have contributed to the school community in a way that can have a positive impact on my future.</p>	<p>I have understood and can effectively use the Trust stillness techniques and the Trust posture.</p> <p>I always use Communion, tutor times and assemblies to reflect upon my spiritual life and personal development.</p> <p>I regularly contribute to the wider life of the school by reading in assembly, tutor time or Communion.</p> <p>I have used the Pastoral area on COPIA to explore topics that interest me.</p> <p>I reflect upon my role in society and responsibilities in life.</p>
9	<p>I can explain which subjects I want to take forward as my GCSE options.</p> <p>I know all of the thinking skills and creative applications</p>	<p>I know my target and current level for each of my subjects.</p> <p>I know what the entry requirements are for</p>	<p>I am proud of the number of positives I gain each week.</p> <p>My conduct in class enables me to learn well and does not</p>	<p>I have represented my House in an inter-form event or Enterprise day.</p> <p>I have represented my school on a team or a trip.</p>	<p>I reflect upon my role in society and responsibilities in life.</p> <p>I can effectively use the principles of stillness,</p>

	<p>and can identify the ones I am best at as well as those I need to work on. I access COPIA independently and effectively to support my progress. I know which careers interest me and which GCSE and A-level/vocational qualifications are required By the end of year 9 I will know my priorities for year 10.</p>	<p>the GCSE pathways and I am on course to meet them. I have regularly monitored the progress I have made towards my target grades and know whether I am on or off track. I know the grades I have achieved at the end of the GCSE preparation year and how I achieved them.</p>	<p>prevent anyone else from learning. I know the Trust Etiquette and use it to inform my conduct both in school and outside of school. I always hand in my prep and homework on time and done to a good standard. The number of negatives I get is minimal/zero or is going down. I have 100% attendance and punctuality. My uniform is always smart and sets an example for younger students. I have been a positive role model for the whole school community.</p>	<p>I have taken the opportunity to be a leader in my House, form or the school. I have participated in wider learning events such as workshops and worked well as part of a team. I regularly attend at least two extended electives per week. I have contributed to or led a project or event outside of lesson time. I have contributed to the school community in a way that can have a positive impact on my future. I have researched future pathways and am engaged in acquiring the additional skills/experience I need to prepare me for those.</p>	<p>breathing and posture to help me face challenging moments. I use Communions, tutor times and assemblies to reflect upon my spiritual life and personal development. I have contributed to the wider life of the school by reading in assembly, tutor time or Communion. I have used the Pastoral area on COPIA to explore topics that interest me.</p>
10	<p>I have looked ahead at my choices post-16 and can talk confidently about my options. I know what the post-16 entry requirements are for the courses / programmes I am interested in. I have researched how my post-16 pathway will lead on to further study/employment. I can utilise the thinking skills and creative applications in my work and revision.</p>	<p>I know what grades I aim to have achieved in order to progress to my preferred post-16 route. I know what specific steps I have to take have to achieve my GCSE targets by analysing my performance in individual units.</p>	<p>My conduct is excellent because I understand the effect it has on my learning and how this impacts on my future. I consciously deploy strategies to enable me to learn effectively in all lessons to achieve my potential I role model excellent conduct to the lower school through everything I do. I take responsibility for helping others and know where to turn for advice.</p>	<p>I have taken responsibility for activities within my tutor group, House or other team to create a positive working environment. I have contributed to the school community through a leadership responsibility or community service. I have continued with at least one key extra-curricular activity, which contributes to the school and adds to the skills/experience on my CV. I have considered future career pathways and what would make me a good employee. I can present my experience in a letter of application or CV. I have done a work experience placement. I pursue opportunities that may help me in future courses.</p>	<p>Communions, tutor times and assemblies help me to develop ideas about my own moral / spiritual identity and its relation to the wider community. I have led in assembly, tutor time reflections or communions. I know the Christian narrative and understand how it relates to my/other beliefs. I have used the Pastoral area on COPIA to explore topics that interest me.</p>
11	<p>I know exactly what I need to achieve in Year 11 to reach the post-16 pathway I have applied for. I have planned options for how my post-16 pathway will lead on to further study/employment.</p>	<p>I understand whether I am on track to achieve my grades and how this affects my post-16 planning. I have a careful revision programme to ensure I can</p>	<p>My conduct is exemplary because I am highly focussed on applying and achieving my preferred post-16 choice. I am proactive in refining the way I work in different contexts so that I take ownership for my future</p>	<p>I have taken responsibility for activities within my tutor group, House or other team. I actively contribute regularly to the school community through role-modelling, a leadership responsibility or community service. I have continued with at least one key extra-curricular activity, which contributes to the school and adds to the skills/experience on my CV.</p>	<p>Communions, tutor times and assemblies continue to develop ideas about my own moral and spiritual identity and I can see how this can be sustained from a range of traditions.</p>

	I use the thinking skills and creative applications very effectively to help me prepare for my exams.	meet/exceed my targets. My revision programme targets areas of critical importance to achieving my pathway.	I lead the rest of the school by modelling excellent conduct. I take pride in having responsibility for helping others and judge carefully where to find the right advice.	I have researched my post-16 opportunities and I have a clear understanding about which pathways are suitable for me. I can confidently present my experience in a letter of application or CV. I have supported Year 10 students to apply for work experience. I actively pursue opportunities that may help me in future study or careers.	I am confident to lead in assembly, tutor time reflections or communions. I can explain the Christian narrative (creation, fall redemption, restoration) and understand how it relates to my/other beliefs. I have used the Pastoral area on COPIA to explore topics that interest me.
12	I have looked ahead to the courses I will want to study or the training I will undertake when I leave school. My Year 12 courses and grades are appropriate for this direction. I use the thinking skills and creative applications expertly to help me prepare for my exams. I am aware of where my thinking skills may need further improvement in relation to my specific subjects.	I know what A-Level / BTEC grades I require in order to progress to my preferred post 18 route and what I am on track to achieve currently. I have a careful revision programme to ensure I can meet/exceed my targets.	I work independently because I understand my responsibilities to my House and the school community. I take pride in being a role model and see myself as an adult in the school community. I make excellent use of advice from trusted sources to inform my decision making.	I have taken the lead within my tutor group, House or other team. I actively contribute regularly to the school community through role modelling, a leadership responsibility or community service which contributes to the school and adds to the skills/experience on my CV. I have been to open days, taster sessions & undertaken appropriate work-related learning (enterprise activities, work experience, internships etc.). I have a plan for targeted further work experience in the summer. I am in a good position to select the appropriate post-18 route for me. I have deepened my understanding and increased my confidence as a leader.	I have taken an active approach to the communions, tutor times and assemblies, which have developed my own experience of prayer, worship and morality. I am confident to lead in assembly, tutor time reflections or communions. I can explain the Christian narrative (creation, fall redemption, restoration) and understand how it relates to my beliefs and those of other faiths/position. I know what I need to do to have a healthy work / life balance.
13	I have identified my preferred post 18 route and have an alternative I know what I need to do in order to get the grades required. I use the thinking skills and creative applications automatically to help me prepare for my exams. I have developed the thinking skills required to flourish in my next phase I have planned options for how my post-18 pathway will	I know what A-Level / BTEC grades I need in order to progress to my preferred post 18 route. I have a realistic sense of the grades I am on track to achieve. My revision programme targets the final steps I must take to bring about improvement.	I am well prepared for further education, training or employment because I conduct myself like an adult in a workplace. My conduct impacts very positively on the school who see me as a role model. I take pride in having responsibility for helping others. I can make excellent decisions because I get good advice at the right time.	I have taken the lead within my tutor group, House or other team. I actively lead the school community through role modelling, a leadership responsibility or community service, which contributes to the school and adds to the skills/experience on my CV. I have a plan for further work experience or transitioning to my next stage of education, training or employment. I have deepened my understanding and increased my confidence as a leader, ready to apply this beyond school. I have at least one area of wider interest which I can continue beyond school.	I have taken an active approach to the communions, tutor times and assemblies, which have developed my own experience of prayer, worship & morality. I am confident to lead in assembly, tutor time reflections or communions. I can confidently explain the Christian narrative (creation, fall redemption, restoration).

	lead on to further study/employment.				My spiritual practice is well rooted so that I can be true to myself but open and interested in the faith of others. I know what I need to do to have a healthy work / life balance
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