



[Community Based Projects] COMPOSITE KNOWLEDGE COVERAGE

Valley College

Intent:

To experience/access the community and develop life skills to become part of the community and make a difference within it.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> Horticulture Project <i>To engage with a local horticulture project within the local community understanding health & safety.</i> 	<ul style="list-style-type: none"> Food Bank Project <i>To engage with a local food bank understanding health & safety.</i> 	<ul style="list-style-type: none"> Clothing Project <i>To engage in clothing collections within the local community understanding health & safety.</i>
	2	<ul style="list-style-type: none"> Incredible Edible Project <i>To take part in the incredible edible initiative.</i> 	<ul style="list-style-type: none"> Toy Appeal Project <i>To engage with charity to take part in a toy appeal event.</i> 	<ul style="list-style-type: none"> Library Project <i>To create libraries for community members to exchange books.</i>
Spring	1	<ul style="list-style-type: none"> Elderly Project <i>To engage in a local community project to help the elderly understanding health & safety.</i> 	<ul style="list-style-type: none"> Let's Get Talking Project <i>To plan and host events for the community to engage in conversation encouraging positive mental health & well-being.</i> 	<ul style="list-style-type: none"> Bake Off Project <i>To bake treats and provide to the local community understanding health & safety.</i>
	2	<ul style="list-style-type: none"> Local Charity Project <i>To engage in a local charity project.</i> 	<ul style="list-style-type: none"> Homeless Project <i>To engage in a charity and create hygiene bags for the homeless community.</i> 	<ul style="list-style-type: none"> Sustainability Project <i>To engage the local community in the importance of sustainability & Net Zero.</i>
Summer	1	<ul style="list-style-type: none"> Princes Trust <i>To engage in an activity within the Prince's Trust.</i> 	<ul style="list-style-type: none"> Park Project <i>To engage with a local park within the local community understanding health & safety.</i> 	<ul style="list-style-type: none"> Litter Project <i>To engage in cleaning up the local community understanding health & safety.</i>
	2	<ul style="list-style-type: none"> Fundraising <i>To engage in local fundraising events.</i> 	<ul style="list-style-type: none"> Trust Project <i>To engage with Trust project/event.</i> 	<ul style="list-style-type: none"> Sport Project <i>To engage with a sports project within the community.</i>

<p>Running throughout each cycle</p>	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> • Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> • Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> • Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> • Understanding rules and why they are important.
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