

Our Curriculum

Torpoint Community College

Torpoint Community College provides learners with a broad curriculum with the intention to empower students with the knowledge and understanding to become **“Inspired Optimistic Learners”**. The knowledge and skills achieved by students will equip them for their chosen lives ahead. Every subject is planned through a sequenced structure in which knowledge is taught to be learned -not merely encountered. KS3 is not considered as a conveyor belt to GCSE, but an opportunity for students to master aspects of the subject discipline through experiencing high quality explanations, plenty of time dedicated to practice and lots of opportunities to retrieve and review.

KS3

Students begin their learning with a 3 year KS3 in which students build on their knowledge and understanding from KS2 and learn knowledge that will fully prepare them for their KS4 option choices. The knowledge and content learnt at KS2 is revisited and contextual knowledge that facilitates success at KS4 is embedded with the aim of consolidating, extending and challenging individual learning.

KS4

The curriculum narrative contains a 2 year KS4 framework in which students are able to select a range of subjects in addition to English, Mathematics and Science (combined or separate) to further build on their knowledge and understanding, enabling each student to acquire a “deep body of knowledge” for their next stage of education.

KS5

The curriculum culminates with a 2 year KS5 framework in which students are able to select subjects to deepen their knowledge and understanding for their chosen next stage.

Our Subjects



Science, geography,
psychology, PE



Technology and
design



English, history,
MFL, ethics, media



Art, Drama, Music



Mathematics and
computing

Inspiring Optimistic Learners

Torpoint Community College

We are committed to the belief that

“Smart is not something that you just are, smart is something you can get.”

Howard, J. (1991). Getting smart: the social construction of intelligence. Waltham, MA: Efficacy Institute. Page 7.

When our students tells us “I can’t do...” or “I’m not clever enough to do...”, we simply respond with the word “yet”. Our vision is **Inspiring Optimistic Leaners** and a key aspect of this is ensuring that every student knows that we believe in their capacity to succeed. One of the ways we achieve this is by building their **cultural capital**.

Cultural capital is a term that refers to the intellectual assets that people have that allow them to be successful humans. In short, knowing important things about the world has value- not only in increasing the employability of young people, but also helping them to be the smartest version of themselves. We are therefore committed to trying to increase the cultural capital of our students so that they know a lot and are equipped to understand and shape the world they live in. Some students ask “what’s the point of learning about...”, but at TCC we believe that there is intrinsic value in knowing. Knowing why Shakespeare is such an important writer; knowing how historical leaders have achieved power – and used it for good and bad; knowing how to speak another language. The list could go on, but in every subject we think carefully about what we teach our students to empower them now and in the future.

Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

At Torpoint Community College

Increasing cultural capital is not just about:

Guest speakers
Trips
Enrichment sessions



Increasing cultural capital is:

Thinking about how every single lesson in every single subject builds and revisits high value knowledge over time



KS3 - Years 7-9

Torpoint Community College



The focus in **year 7** is building on the knowledge students acquired at KS2 and introducing the core concepts and ideas that underpin future understanding.

We want to illuminate students' understanding of the world and the concepts they will study.



Year 8 builds upon the learning in year 7 with additional challenge built in to extend students' thinking.

We ensure that children have to 'think hard' in all of their lessons.



Year 9 operates more as a bridging year in which students develop a deep understanding of knowledge that underpins success at GCSE. They do not complete exam papers or work to GCSE assessment objectives, but are likely to be asked to produce work that links to future GCSE requirements.

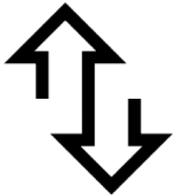
Across all 3 years, we use regular retrieval tasks to develop mastery and help students to store knowledge in their long term memory. We constantly assess student learning to ensure understanding before moving on.

Our approach to curriculum design

Torpoint Community College



Knowledge is taught to be learned not encountered— performance is not the same as learning: learning refers to relatively permanent changes in knowledge or behaviour; performance, on the other hand, refers to temporary fluctuations in knowledge or behaviour that can be measured or observed during (or shortly after) instruction. Our curriculum is designed to ensure students build well developed knowledge schema that enable them to learn effectively. We have high expectations of all students and we expect them to know things- and to be able to demonstrate this through a mixture of low and high stakes quizzes immediately after content has been taught and some time after being taught.



Vertical sequencing—the curriculum in every subject is designed with a focus on the knowledge that is taught, retrieved and built upon from one year to the next. It is not always logistically possible to dictate an order in which units are covered each year, but important to ensure that expected knowledge is clearly defined for all teachers so that they can ensure it is learned by all students and that this can be built upon by future teachers.



A three year KS3 is at the heart of what we do - although KS3 is designed to equip students with the knowledge needed to thrive at GCSE, this does not define their learning experience.



We prioritise declarative and procedural knowledge— declarative knowledge represents the facts and information that we want all students to have secured in their long term memories to facilitate their success as learners. Procedural knowledge refers to the things we want them to be able to do—often to enable them to present their declarative knowledge effectively. Acquisition of this needs to be carefully constructed over time with students having time to regularly practise writing at sentence level before this is scaled up to sustained paragraphs and then whole text composition



Vocabulary is mapped in every subject— teachers have clearly defined vocabulary that all children should be taught. This is not designed as an exhaustive list but to represent a core lexis that will allow students to express the academic complexities of each subject. Explicit vocabulary instruction is a regular part of student learning as teachers use definitions and etymologies to support students to increase their word wealth.

Our Curriculum

Torpoint Community College

Every subject has a model of curriculum progression that reflects the whole College ethos of “deep sequenced learning”

Our Subjects



Science, geography,
psychology, PE



Technology and
design



English, history,
MFL, ethics, media



Art, Drama, Music



Mathematics and
computing

Science curriculum

Our vision



At Torpoint Community College we encourage children to be inquisitive throughout their time at the school and beyond. The Science curriculum fosters a healthy curiosity in students about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the students will acquire and develop the key knowledge that has been identified within each unit and across each year group, as well as the application of scientific skills. We ensure that scientific skills are built-on and developed throughout students' time at the school so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

Positivity

Teachers create a positive attitude to science learning within their laboratories and reinforce an expectation that all children are capable of achieving high standards in science.

Planned

Science will be taught in planned and arranged rotations to ensure that a balance of all three areas is taught across both a year and key stage. This is a strategy to enable the achievement of a greater depth of knowledge. Planning involves high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning to test conceptual knowledge and skills.

Progression

We build upon the learning and skill development of the previous years. As the students' knowledge and understanding increases, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

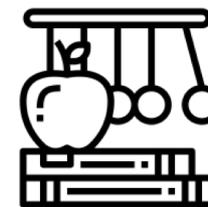
Subject components



Biology



Chemistry

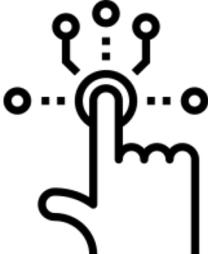
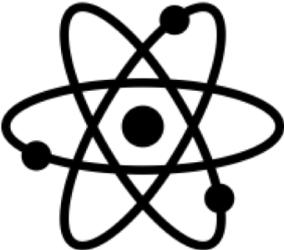
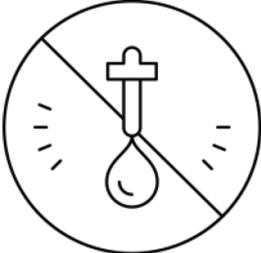
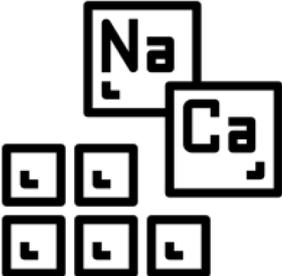
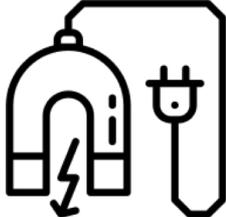


Physics

Science curriculum

Key concepts we seek to stress



 <p>Work scientifically</p>	 <p>Living organisms</p>	 <p>Energy</p>	 <p>Interactions and interdependencies</p>	 <p>Genetics and evolution</p>
 <p>The nature of matter</p>	 <p>Atoms, elements and compounds</p>	 <p>Pure and impure substances</p>	 <p>Chemical reactions</p>	 <p>Energetics</p>
 <p>The periodic table</p>	 <p>Materials</p>	 <p>Earth and atmosphere</p>	 <p>Motion and forces</p>	 <p>Electricity and electromagnetism</p>

Science

Our provision



Scientific skills are embedded into lessons to ensure these skills are being developed throughout the students' school career and new vocabulary and challenging concepts are introduced through direct teaching.



Teachers demonstrate how to use scientific equipment, and the various skills in order to embed scientific understanding.



Teachers find opportunities to develop students' understanding of their surroundings by accessing outdoor learning and workshops with experts.



Students are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.



Regular events, such as Science Week or projects allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events often involve families and the wider community.

KS3 Science curriculum



Intent – we intend students to know:

Year 7

Cells
Reproduction
Particles
Elements, Mixtures and
Compounds
Forces
Electricity and
Magnetism
Acids and Alkalis

Year 8

Structures and Body
Systems
Health and lifestyle
Reactions
Light
Sound
Space
The Periodic Table
Separating Techniques
Metals and Acids

Year 9

Ecosystems
The Earth
Pressure, moments and
motion
Energy Stores and
Transfers
Atomic Structure
Cells and Microscopes



KS4 Science curriculum



Intent – we intend students to know:

Year 10

Cell Biology
Organisation
Infection and Response
Bioenergetics

Atomic Structure and The
Periodic Table
Bonding, Structures and
Properties of Matter
Quantitative Chemistry
Chemical Changes
Energy Changes

Energy
Electricity
Particle model of Matter
Atomic Structure

Year 11

Homeostasis and Response
Inheritance, Variation and Evolution
Ecology

Rate and extent of chemical change
Organic Chemistry
Chemical Analysis
Chemistry of the Atmosphere
Using resources

Forces
Waves
Magnetism and Electromagnetism

Geography curriculum

Our vision



Geography is the subject which teaches students about the world in which they live. It is an ever-changing world and the teaching of Geography at Torpoint Community College reflects this through the use of current, relatable and engaging content. We want our students to be curious about the world around them and we want to develop a fascination and passion for how our planet works in addition to building an understanding of how humans interact with it. We aim to equip our students with knowledge about diverse places, people, resources and the natural and human environments. Ultimately, Geography is the subject that teaches students about the past, present and future. We aim for all of our students to leave as well-rounded, highly skilled individuals with a core set of transferable skills, who are confident that they can make a difference to the world around them.

KS3

During KS3, students are introduced to the subject of Geography and cover content from both the Human and Physical Geography strands. We aim to broaden our students knowledge about the Earth's natural processes (Weather & Climate and Natural Hazards) in addition to teaching students about how humans interact with and develop the world around us (Urban Growth & Tropical Rainforests)

KS4

At KS4 students follow the AQA GCSE Geography specification. This provides students with the opportunity to further develop their knowledge and skills surrounding the topics of- The Living World, Resource Management, Hazards, Urban Issues & Challenges, Physical Landscapes and The Changing Economic World. In addition to this, students develop fieldwork skills and produce their own analysis based on their work.

KS5

At KS5 students follow the AQA A-Level Geography specification. This provides students with an opportunity to further develop and consolidate knowledge and skills acquired from GCSE. Students get to study Coastal Landscapes, Natural Hazards and Water & Carbon as their Physical Geography topics. In addition to Contemporary Urban Environments, Changing Places and Global Systems & Governance as their Human Geography topics.

Key concepts we seek to stress



Place Knowledge



Location Knowledge



Human Geography



Physical Geography



Geographical Skills

KS3 Geography Curriculum

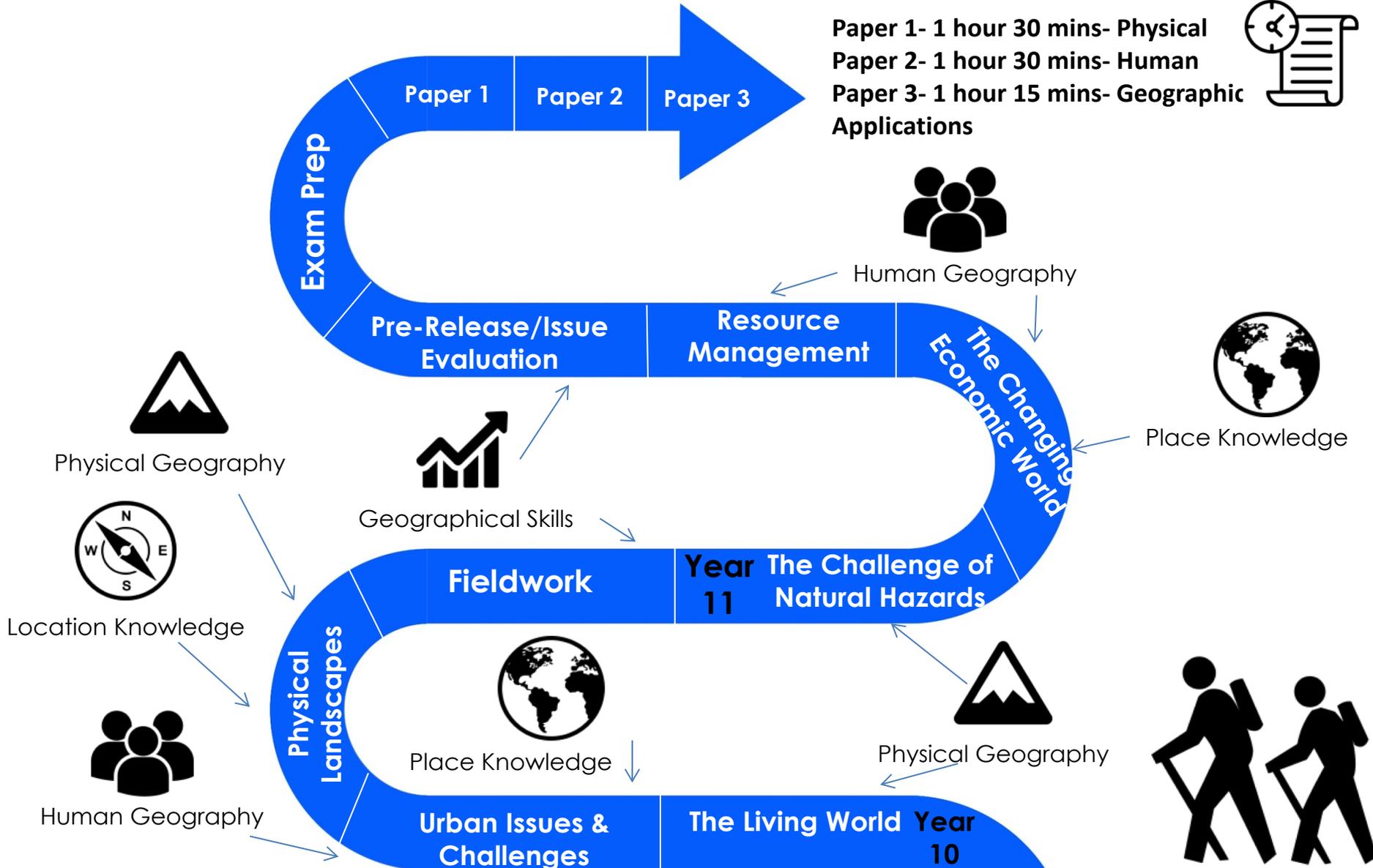
Our learning journey



<p>7</p>	<p>Introduction to Geography</p>	<p>Weather & Climate</p>	<p>Natural Hazards</p>	<p>Hot and Cold Environments</p>		
<p>8</p>	<p>Natural Hazards</p>	<p>Physical Landscapes</p>	<p>Urban Landscapes</p>			
<p>9</p>	<p>Urban Landscapes</p>	<p>Natural Hazards</p>	<p>Ecosystems</p>	<p>Physical Landscapes</p>	<p>Industry</p>	<p>Resources</p>

KS4 Geography Curriculum

Our learning journey



Psychology curriculum



Our vision

The mind is something intangible that exists within our brain; an unseen process of enzymes, chemicals and electric currents. But why is it that some people suffer from stress or mental illness? Or that others are considered abnormal for deviating from social norms? Psychology looks at questions like these and more. It's a fascinating science with cutting edge research that has real world applications.

The Psychology department at Torpoint Community College is committed to providing a vigorous and challenging A level curriculum. The department will deliver the course via a variety of methods, drawing on the most current pedagogical theory and learning and teaching techniques, that have been rigorously tested through research-based enquiry. The department aims to produce students able to question critically and produce well thought out arguments and opinions based on evidence. We aim to not only deliver the best possible curriculum but also to motivate students to want to continue engaging with the subject matter after they leave the college; whether this be reading the subject at University or continuing to engage with new scientific developments voluntarily.

A level psychology

Year 1

Origins of Psychology; Approaches in Psychology.;
Memory; Social influence; Attachment,;
Psychopathology,; Research Methods.

Year 2

Optional topics such as Schizophrenia; Gender;
Aggression; Forensic Psychology; Relationships
alongside compulsory topics of Issues & Debates &
Research Methods.

Key concepts we seek to stress



Critical Thinking



Evaluating Research



Work Scientifically



Discussion Skills

PE curriculum

Our vision



At Torpoint Community College the PE department provides students with the opportunities to experience a vast range of sporting activities with the intention for every student to find “their sport” and for them to pursue a lifetime of active engagement. Students will participate in activities that are both team and individual based that will enable them to develop more than just the skills required to do the activity. Students will develop their leadership skills through peer coaching in team activities and, by the very nature of team sports, students will develop their social skills as they find a way to work successfully as a team in order to produce a positive outcome. To further develop their interest in PE and sport, students are signposted to extra curricular sport sessions provided by TCC as well as community clubs that we feel will benefit the students further.

Year 7 - Exploration

Year 8 – Consolidation

Year 9 – Refinement

Students will be guided through a range of activities in each year. The skills they acquire and develop will be refined as they move through the college. All students will participate in the following activities during key stage 3: Football, netball, rugby, badminton, lacrosse, basketball, tennis, rounders, athletics, health related fitness, gymnastics and dance

Teachers will assess the students both during match situations and skill practices in isolation. Each student will be assessed in every activity through their practical ability as well as their cognitive ability that includes leadership and ability to work as part of a team.

Key concepts we seek to stress



Practical skills



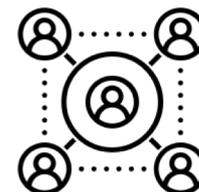
Problem solving



Leadership



Team building



Social skills



Key stage 4

At Torpoint Community College the PE department provides students with the opportunities to pursue qualifications in PE and Sport.

During key stage 4, students have the option to pursue a BTEC 1st Award in Sport (Level 1/2). During this course, students complete a series of practical and theoretical assessments in the following units:

- Fitness for Sport and Exercise
- Practical Performance in Sport
- Applying the Principles of Personal Training
- The Mind and Sports Performance

Students are then encouraged to use this qualification and follow the pathway to our 6th Form Sport provision

Post 16

In the 6th form, students have the opportunity to follow a qualification that leads into degrees at higher education or can be used as a lead up to an apprenticeship in sport. Students will complete the 2 year course in the Cambridge Technicals Diploma that covers a wide range of areas within PE and Sport within the units covered.

These units include:

Anatomy and Physiology, Sports Coaching, Health and Safety in Sport, Practical Skills (in team, individual and outdoor education activities), Organisation of Sports Events, The Active Leisure Industry, Sport as a Business, Sports Development, Fitness Testing and Training, Sports Injuries and Physical Activity for Specific Groups.

Design Technology

Our vision



Our aim is to engage and excite our students to develop a passion and love for being creative and for problem solving; for taking risks and for rising to a challenge. We want them to become independent learners so that their work is an expression of who they are and how they view their place in society. Our starting point in KS3 is varied because of primary school experiences. However, we intend to teach our learners' skills and tools to enable them to develop their confidence and to stretch and challenge each individual student – whatever their need – to achieve the best that they can.

Year 7

In year 7 we concentrate on skills and teaching the building blocks of each subject area.

Year 8

As they progress through Year 8 these threads are developed in more depth; offering more ambitious challenges and deeper knowledge and understanding.

Year 9

Practical skills are revisited and secured throughout KS3 ensuring that if students opt at GCSE their knowledge and understanding is of a high enough standard to enable them to succeed at this level and beyond.

Students are inspired through exciting lessons which challenge creativity, problem-solving, risk-taking and skills building. Students should strive to produce consistently high-quality outcomes – based on individual abilities. All students should be given the opportunities to achieve the best that they can.

Key concepts we seek to stress



Practical skills



Creativity



Problem solving



Individuality



Society

Design Technology

Opportunities we offer



Visits to PCA – which include practical workshops and visiting Degree and Foundation courses and shows.



Fashion Show where students showcase their own work.



Art and Design Exhibitions in Kensa Gallery



Food technology competitions such as Bake-Off, City college. Visits to Langage Farm and St Mellion etc.



Visits to local environments for drawing, visiting exhibitions and broadening their experiences.

KS3 Textiles curriculum



Intent – we intend students to know:

Year 7

How to use the electronic sewing machine

health and safety,

hand stitching and preparation for the machine,

cutting skills with fabric shears,

different fabrics – their properties and uses

Project based task - design and make a cushion with a sublimation printed decoration.

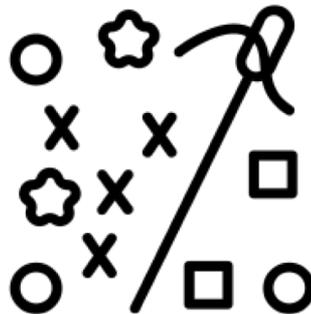


Year 8

Fabric collaged and silk painted picture
Use of technology in textiles – led lights and eyelet machine.

Research local art influences and design a wall panel which reflects where you live or your hobbies/interests.

Skills – collage, machine embroidery, measuring, eyelets, silk painting, control on machine.



Year 9

Introduction to categories of manufacture in the fashion industry and looking at what is fashion?

Research, design and make a garment.

Look at different construction skills and ways to print on material.

Fabrics for fashion.

Use and revisit existing skills but develop independent working and originality in designing.

Typical products could include playsuits, dresses, hooded tops.



KS3 Food & Nutrition curriculum



Intent – we intend students to know:

Year 7

Basic cooking skills:

How to use the oven

How to use a knife correctly and safely

Create some delicious dishes e.g. bolognaise, scone based pizza and cheese straws

Basic hygiene and safety:

Using the oven safely

Washing up skills

Prevention of cross contamination

High risk food

Basic hygiene cooking practices

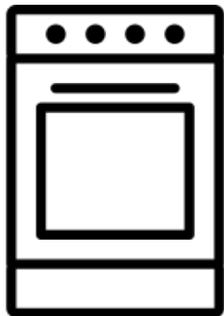
Simple Nutrition:

Eatwell guide

Importance of cooking meals at home

Sensory analysis:

Analysing food based on our senses



Year 8

Cooking skills:

Revisit knife skills

Create some delicious dishes building on from skills learnt in year 7. e.g. cottage pie, pizza and sausage rolls

Hygiene and safety:

Revisit basic hygiene and safety

High risk food

Food poisoning

Food storage

Nutrition:

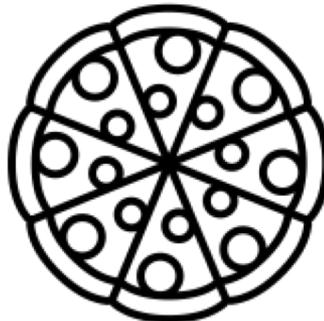
Revisit Eatwell guide – look at each section in more detail

Macro nutrients

Importance of a balanced diet

Sensory analysis:

Analysing food based on our senses



Year 9

Cooking skills:

Create some delicious dishes building on from skills learnt in year 8 e.g. lasagne, calzone and chicken pie

Start on skills needed for GCSE

Presentation techniques

Hygiene and safety:

Revisit basic hygiene and safety

High risk food

Food poisoning and bacteria

Key temperatures

Spoilage

Use by dates

Nutrition:

Revisit Eatwell guide

Macro nutrients and Micro nutrients

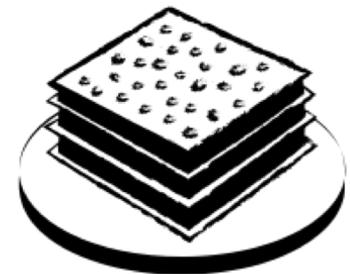
Importance of a balanced diet

Special dietary considerations

Food science

Analysing food based on our senses

Food science experiments



KS3 Product Design curriculum



Intent – we intend students to know:

Year 7

Jewellery Project;
Contextual Research.
Investigating Design Brief
and Specification.
Investigating user needs.
Exploring CAD/CAM.
Practical skills and
understanding



Year 8

Multi-cultural;
Contextual Research
Experimenting with media and
techniques
Exploring CAD/CAM processes
Exploring 3D form



Year 9

Multi-cultural;
Contextual
Observational Recording
Investigating different
cultures.
Mark-making and
Symbolism.
Exploring CAD/CAM
process to create Fine Art
work.
Making connections with
Art and Design
Technology.



English curriculum

Our vision



We teach all students with the assumption that they all deserve the opportunity to be able to study A level English if they want to. Students will encounter a range of influential writers and their knowledge of English literature will span from the early classics through to Shakespeare and Dickens and contemporary fiction from around the world. Our primary focus is teaching children to read and write like an expert, developing their ability to understand and produce complex fiction and non fiction texts

KS3

During KS3, students are introduced to the key skills that are essential to future success. We select high quality, influential texts such as The Iliad, Animal Farm and Shakespeare plays to introduce students to key concepts such as heroism, connotations and hubris. We also aim to broaden their knowledge of the wider world by reading texts from around the world. Students read prose, poetry, plays and a wide range of non fiction.

KS4

At KS4 we follow the specifications for AQA English language and literature. Students study Macbeth, A Christmas Carol, Blood Brothers and a selection of poetry on the theme of power and conflict. They also learn to read fiction and non fiction from different historical periods and produce their own pieces of writing in response to a specific brief.

KS5

At KS5 we offer A levels in Language, Literature and Media Studies. Students are able to select the options that they have most enjoyed studying during KS4 and develop their academic and critical precision. Students study the development of language/ literature throughout history, and a range of media products.

Key concepts we seek to stress



The human condition



Society



History of English



Good and evil



Rhetoric and Power

KS3 English curriculum

Intent – we intend students to know:

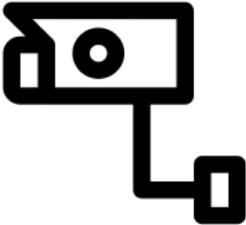


	History of English	Shakespeare	Victorian Period	War and Conflict	Non Fiction
7	 Greek Mythology	 Comedy	 Dickens	 War poetry	 Natural World
8	 Old and Middle English	 Tragedy	 Influential figures	 Global Perspectives	 Autobiographies
9	 Greek Theatre	 Shakespeare's world	 Women and Patriarchy	 Anthology poems	 Journalism

KS3 English curriculum

Intent – we intend students to know:



	Genre	Poetry	Rhetoric	Society	Media
7	 Genre conventions	 Poetic form	 3 appeals	 Contemporary novel	 Media terms
8	 Short stories	 Poetic form	 Influential speakers	 Allegory	 Representation
9	 Classic novel	 Romanticism	 Polemic writing	 Seminal texts	 Bias

KS3 English curriculum

Progression from y7-9



The focus in **year 7** is building on the knowledge students acquired at KS2 and introducing the core concepts and ideas that underpin a deep understanding of English language and literature. We dedicate time to teaching students to be active readers who can confidently annotate and summarise a range of texts. We do this through teachers modelling the thinking process; teachers delivering instructional sequences that guide student practice and, when students are ready, independent practice. We introduce key concepts including: hubris, the tragic hero, didacticism, connotations and the principles of rhetoric. Students have a lot of time to practise writing at sentence and paragraph level and we dedicate time to learning high value vocabulary – words that students are unlikely to encounter in everyday life.



Year 8 builds upon the learning in year 7 with additional challenge built in to extend students' thinking. For example, we revisit the concepts of heroism and hubris through studying a Shakespeare play; we extend understanding of didacticism by reading *Animal Farm* and developing knowledge of allegory. We continue to focus on the core skills of reading, developing students' ability to annotate and summarise, as well as analysing language choice by exploring connotations of words and effects of figurative language. Explicit teaching of vocabulary remains a high priority throughout KS3 and 4



Year 9 operates more as a bridging year in which students develop a deep understanding of knowledge that underpins success at GCSE. They do not complete exam papers or work to GCSE AOs, but instead develop an understanding of areas such as Romanticism as an artistic movement and increase their knowledge of the social context of 17th century England. Throughout KS3 we strive to expose students to seminal texts from the literary canon but also from around the world. In year 9, students complete more extended pieces of writing, scaling up their knowledge of how to craft at sentence and paragraph level.

Across all 3 years, we use regular retrieval tasks to develop mastery and help students to store knowledge in their long term memory. We constantly assess student learning to ensure understanding before moving on.

KS3 English curriculum

Intent – we intend students to know:



Year 7

All of the year 7 words assigned to specific topics/ threads
How to effectively annotate and summarise a range of text types
Key figures from Greek mythology and ways in which these myths have influenced the development of literature
The 3 appeals of Aristotelian rhetoric
The significance of Charles Dickens as a writer and advocate for the poor
How to write metaphors/ similes by linking to classical allusions
Key features of a Shakespearean comedy
How to write a not only but also sentence
How to write cause and effect sentences
Key characteristics of writing to argue
Definition and purpose of 'juxtaposition'
The concept of connotations and key words with commonly exploited connotations (lion, gold etc)
What ambivalence is
What hubris is
How to describe the mood/ tone/ atmosphere of a text: nostalgic, melancholy, tranquil, hostile



Year 8

All of the year 7 and 8 words assigned to specific topics/ threads
Features of Old/ Middle English: how/ why language has changed over time
Generic conventions of a Shakespearean tragedy, particularly what it means to be a tragic hero (hubris)
What iambic pentameter is and how Shakespeare uses metre to create effects
Conventions of the gothic genre and common motifs used to build terror/ suspense
How to create temporal shifts in writing that are clearly signposted to the reader
Significant aspects of the Victorian period and how society/ attitudes changed at this time
Ways that writers create structural shifts in texts
How related words have different connotations and the way this influences our perception of the world
Use a counter argument paragraph structure
Explain a writer's attitude/ perspective
Identify similarities and differences between related texts
The conventions of different poetic forms
What an allegory is
What phantasmagoria is and its effect in literature



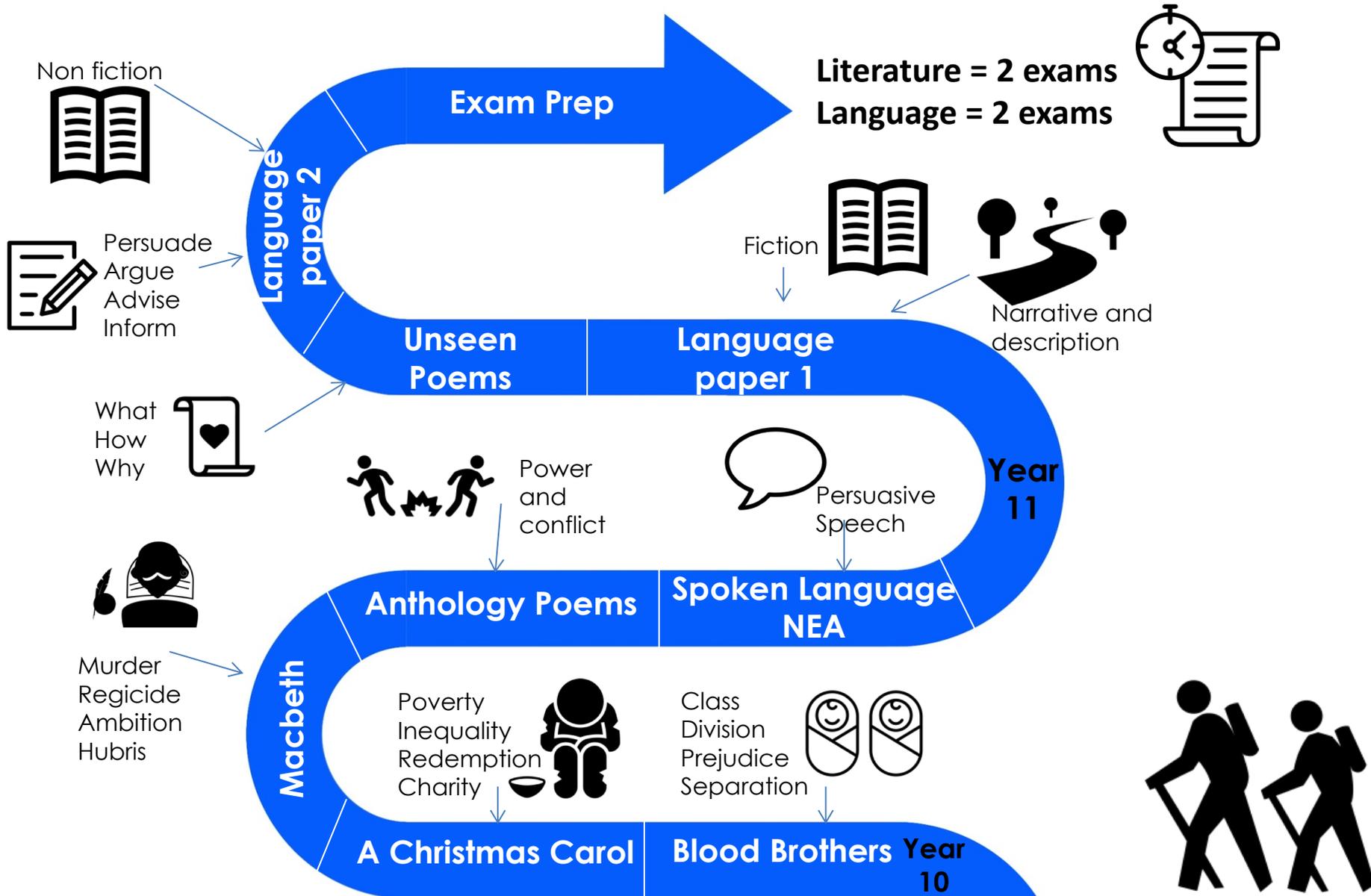
Year 9

All of the year 7, 8 and 9 words assigned to specific topics/ threads
Ways that writers explore ideas about human nature and specifically the nature of evil
Ways that punctuation can be used for effect as well as accuracy
Significant regicidal plots from the 17th century
Persecution of witches in England
What patriarchy is and how it has affected women throughout history
How to explain the specific effects of imagery
What Romanticism is and who the influential writers of the period were
How to construct an authentic journalistic voice/ tone
How to address and negate the views of the intended readership
What totalitarianism is and the different guises it can take in literature
How symbolism works and the ways that specific choices of bird/ flower imagery can convey different shades of meaning.



KS4 English curriculum

Our learning journey



Media curriculum

Our vision



The media plays a prominent role in modern society and to understand how the media both presents and shapes our understanding of the world is essential to young people. In an age of fake news, it is more important than ever for students to be media savvy. Media studies is part of the English faculty and during KS3, taught as part of the wider English curriculum. We have developed specific units that aim to cover the four key concepts of media which are studied in greater depth at KS5. It is our aim to ensure that all students develop theoretical knowledge of media, but also have a chance to get creative and develop some practical production skills.

At KS5, media studies is an A level option that develops a far more sophisticated knowledge of the media, exploring the news, film and production methods.

A level media studies

Exam paper 1

Section A: News and Online Media In depth case study and comparison. Section B: Language and Representation Three set products: Magazine, Advertising, Music Video

Exam paper 2

Evolving Media. Section A: Industry and Audience Three set products: Film, Radio, Gaming. Section B: Long Form Television Drama- In depth case study and comparison

NEA

NEA - Making Media Research, plan and construct two media products in response to a set brief from OCR

Key concepts we seek to stress



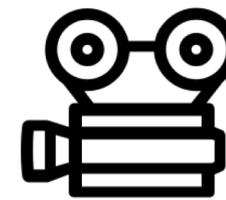
Language



Representation



Audience



Industry

Media curriculum

Intent – we intend students to know



Year 7

Media texts and terms

Knowledge

Media language

Sign and signifier

Construct a media product



Year 8

Representation

Knowledge

Stereotypes

Decoding

Dominant, negotiated, oppositional



Year 9

Media bias

Knowledge

Who controls the news

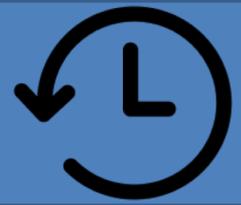
Bias

Propaganda



History, belief and culture

Our vision



History is more than a collection of stories about famous people and significant events. Teaching History is about teaching students to access historical events and significant people with depth and understanding. Of course, there are many amazing stories about amazing people and amazing events. These stories should go hand in hand with an understanding of the skills required to become historians. Belief and Culture is an integral part of History education. In addition to supporting students to become expert historians, History can develop our students' understanding of the many different religions and cultures of our world and help to pose the many ethical questions that lay therein.

By the end of Year 7, students should...

Utilise their contextual knowledge and skills of analysis to make two inferences from sources. They will also utilise their contextual knowledge to explain a significant event in history and how things changed as a result. Using their knowledge, they will be able to identify beliefs and values of one religion, identify differences between two religions/world views and develop their own opinion and contextual knowledge to argue for/against a viewpoint.

By the end of Year 8, students should...

Utilise their contextual knowledge and skills of analysis to make two inferences from and explain the usefulness of sources. They will also utilise their contextual knowledge and skills to write a narrative account of a significant event in history, demonstrating an understanding of chronology and change/continuity. Using their knowledge, they will identify two beliefs and values of one religion and develop their own opinion to argue for/against a viewpoint.

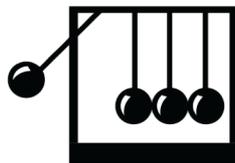
By the end of Year 9, students should...

Utilise contextual knowledge and skills of analysis to investigate, make two inferences from, compare and weigh up, identify utility/intention of different sources. They will utilise their knowledge to counter myths and stereotypes. Using this knowledge and interaction with sources, interpretations, oral histories and artefacts, they will develop their understanding/appreciation of different experiences and recognise differences/similarities. They are also expected to use their contextual knowledge and skills to explain the usefulness of sources, describe three features of a historical interpretation, write a narrative account of a significant event in history, demonstrating an understanding of geography, chronology and change/continuity. Using their own opinion and contextual knowledge they will argue for/against a viewpoint, using evidence to support their own claims.

Key concepts we seek to stress



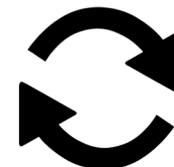
Historical interpretations



Causes and consequences



Significance



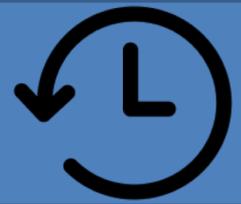
Change and continuity



Sources

History, belief and culture

Our big questions



How did England change over time?

What was Britain like 250 years ago?

Who was responsible for the slave trade?

How did WW1 begin?

What was life like in the trenches?

How does religion influence people?



What was England like under the reign of Elizabeth 1

Who was responsible for the Cold War?

What was responsible for the 'witchcraze'?

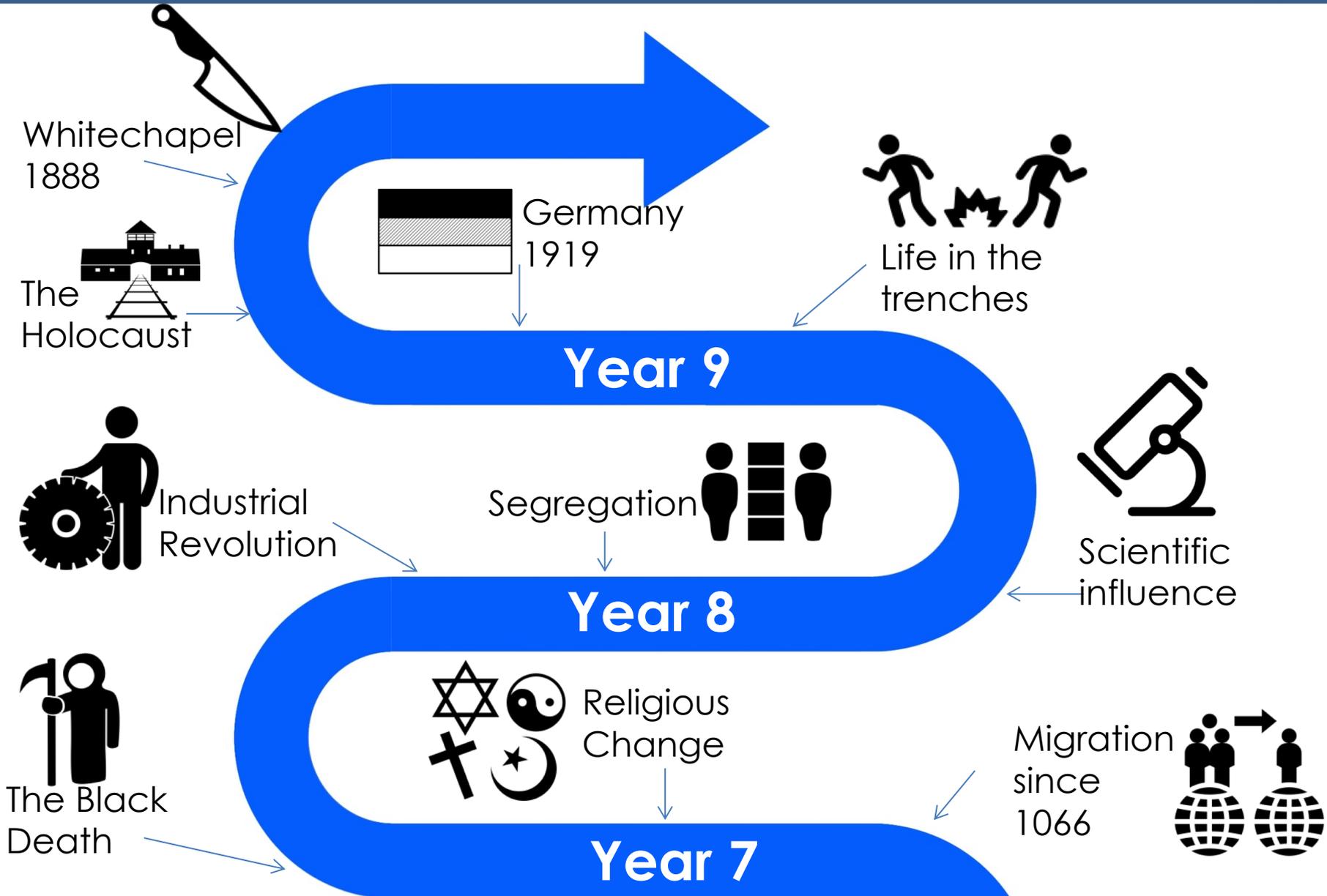
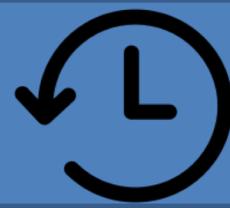
What was the Holocaust?

How has crime and punishment changed?

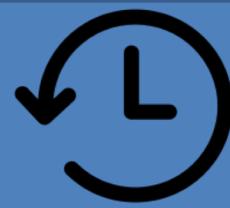
How has science influenced religion?

History, belief and culture

Our learning journey

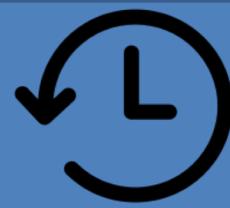


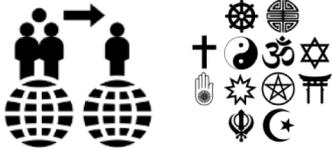
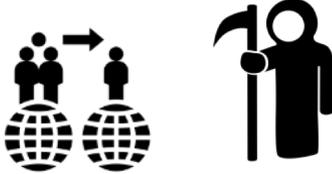
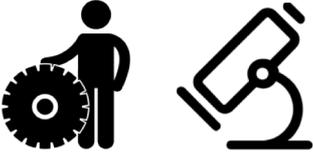
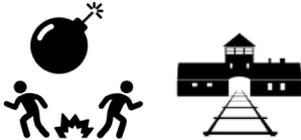
KS3 History, belief and culture curriculum



	Historical Interpretations	Cause & Consequence	Significance	Continuity & Change	Source Analysis
7	<p>Religious influence</p>	<p>Migration since 1066</p>		<p>Migration since 1066</p>	<p>Religious influence & The Black Death</p>
8		<p>Industrial Revolution & Scientific influence</p>	<p>Segregation</p>	<p>Industrial Revolution & Segregation</p>	<p>Industrial Revolution</p>
9	<p>Life in the trenches</p>	<p>Causes of World War 1</p>	<p>The Holocaust</p>	<p>The Holocaust</p>	<p>Life in the trenches & The Holocaust</p>

KS3 History, belief and culture curriculum



	Learning about religion	Learning from religion	British heritage, culture & geography	World heritage, culture & geography
7	 <p>Migration since 1066 & Religious Change</p>		 <p>Migration & The Black Death</p>	
8	 <p>Industrial Revolution & Scientific influence</p>	 <p>Segregation</p>	 <p>Industrial Revolution</p>	 <p>Segregation</p>
9	 <p>Life in the trenches & The Holocaust</p>	 <p>The Holocaust</p>		 <p>Causes of WW1, Life in the trenches & The Holocaust</p>

KS3 History, belief and culture

Intent – we intend students to know:



Year 7

Who the first English people were and where they came from.
What Christianity, Judaism and Islam are.
The nature of the Christian church, forms of worship; rituals; commemoration of death; healing
Islam and the importance of worship.
Why Jerusalem is considered a holy place.
What happened when the Anglo Saxons came to Britain.
What England was like before the Battle of Hastings and what did the Anglo Saxons did all day.
What happened in the Battle of Hastings 1066 and how William took control of England.
What drove people to migrate and how migrants have changed Britain.
What The First Crusade was and the impact of the Crusades on the World.
The causes and symptoms of the Black Death and how people responded to it; prevent, avoid, treat?
What it was like to live in the shadow of the Black Death.



Year 8

What Britain was like 250 years ago and why the population 'exploded'.
The impact that factories had on society
What black gold was and how it impacted on society.
The significant inventions of the 19th century.
Christianity; denominations in 19th century.
What Methodism is and how it affected Cornwall
What the slave trade was ,what it was like
Christianity; Christian involvement in abolition of the slave trade;
What Buddhism is;
What Buddha says about slavery and the history of slavery in Buddhism
What Herstory was and who the match girls of 1888 were.
What Victorian schools were like.
Was Britain a healthier nation in the 19th Century?
Why George was in the chocolate factory.
Why there is a chimpanzee on a £2 coin.
Christianity; How Christians believe the world was made
How science influenced religion in the 19th century.



Year 9

How the 'great powers' were drawn into alliances before 1914.
Why Germany wanted a 'place in the sun'.
What the Schlieffen Plan was and how it failed.
What propaganda is and how was it used in World War 1.
What the Treaty of Versailles was and what its impact was.
What life was like in the trenches of WW1
What was /Who were the 'conscientious objectors'?
Why a truce happened at Christmas 1914.
What happened in Germany and the rest of Europe at the end of World War 1.
What the Munich Putsch was, why it failed and what the consequences were for the NSDAP.
What 'the Holocaust' was.
Who were the European Jewry before WW2 and what does it mean to be Jewish?
What are the different Jewish celebrations and festivals?
Did antisemitism begin with Hitler and the Nazi party?
What was the geography of the Holocaust: where were the Jewish people concentrated?
What was the purpose of Nazi concentration camps?
Who was responsible for the Holocaust?
What the enduring consequences of the Holocaust are.



MFL curriculum

Our vision



Languages are part of the cultural richness of our society and the world in which we live and work. We seek to plan and teach an inspiring and memorable MFL curriculum so that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We seek to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference to not only the target language country, but the wider Francophone or Hispanic spheres. We are committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world. Ultimately, we want our students to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

KS3

Curriculum maps are designed to ensure that all four skills (Reading, Writing, Speaking and Listening) are covered in every unit and opportunities to revisit key skills, in different ways, are built in to students' learning journeys. Grammar is the foundation for building language skills. Learning grammar enables students to speak and write more accurately, confidently and fluently. Consequently, grammar skills are taught explicitly through every unit of work, and regularly revisited; emphasis is on equipping students with the linguistic skills to unpick and decode unfamiliar language.

KS4

Students can opt to choose to study MFL at GCSE. We follow the AQA specification. The primary objective is to enable students of all abilities to develop their modern foreign language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence. Students are examined in all four skill areas in end of year exams.

Subject components



Reading



Writing



Speaking



Listening

MFL curriculum

Key concepts we seek to stress



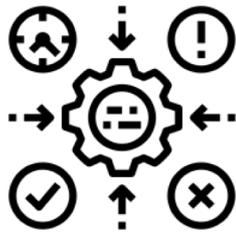
Linguistic Competence



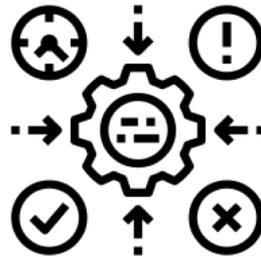
Knowledge about language



Creativity



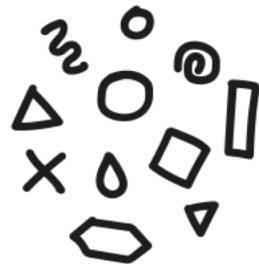
Purpose and context



Manipulate language



Intercultural understanding



Diversity



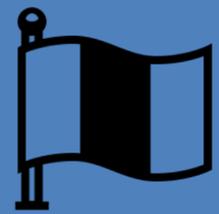
Other cultures

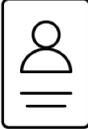


Different ways of seeing the world

KS3 French curriculum

We intend students to know



	Identity and culture 	The world around us 	School, education and careers 
7	<p>Talk about themselves and close relatives. Discuss their hobbies, interests and sports. Understand how Christmas is celebrated in French-speaking countries. Talk about weekend plans.</p>	<p>Describe a town and make weekend plans. Discuss sports played in French-speaking countries.</p>	<p>Talk about the subjects that they study, give opinions about their subjects and describe their timetables. Describe school uniform.</p>
8	<p>Talk about pets. Describe family members in greater detail. Discuss festivals and celebrations in French-speaking countries. Discuss French-speaking celebrities. Arrange to go to the cinema Discuss digital technology. Give opinions about sports.</p>	<p>Describe where they live. Talk about the school holidays; activities and discuss a visit in a past tense. Talk about the weather. Asking and giving directions.</p>	<p>Describe a typical school day. Learn about French-speaking schools. Describe the school environment.</p>
9	<p>Use three time frames to discuss leisure activities. Purchase food in a café/restaurant. Discuss relationships with others.</p>	<p>Describe a past holiday. Discuss travel plans in the future. Discuss helping out at home and daily routines. Talk about moving house. Discuss environmental issues and actions.</p>	<p>Give advice. Interview/question skills</p>

KS3 Spanish curriculum

We intend students to know



	Identity and culture 	The world around us 	School, education and careers 
7	<p>Talk about themselves. Hobbies and interests. Describe themselves and others in a family. Discover famous Spanish-speaking musicians and celebrities.</p>	<p>Describe where they live and describing what there is in a town.</p>	<p>Talk about the school subjects, give opinions and describe a timetable.</p>
8	<p>Understand how Christmas and New Year is celebrated in the Spanish-speaking world. Discuss the advantages and disadvantages internet and social media. Discuss TV viewing habits TV. Give opinions about films.</p>	<p>Discuss weekend plans. Compare living in rural and urban environments. Describe how areas have changed Describe a dream home. Talk about transport and travel. Describe holiday activities. Give extended descriptions about holidays. Discuss meals, opinions about food</p>	<p>Describe the school environment. Talk about extracurricular activities. Discuss future plans.</p>
9	<p>Describe fashion. Discuss shopping habits. Discussing musical tastes. Describing problems when shopping. Discuss relationships.</p>	<p>Talking about global issues. Discussing solutions to global issues. Describe a past and future holiday. Making travel plans. Discussing healthy diets. Discussing health problems. Talking about being environmentally friendly.</p>	<p>Discuss jobs and careers.</p>



Intent – we intend students to know:

Year 7

Identify key points of a conversation or text using cognates.

Use a number of high frequency words in order to convey basic information and opinions whilst using the correct register.

How to predict the pronunciation of unfamiliar words and know the pronunciation of key sounds.
Have a solid understanding of gender of nouns and have a working knowledge how to conjugate verbs in two different time frames.



Year 8

Read for gist and detail by using context and cognates to decode words.

How to communicate opinions using a range of verbs and qualifiers.

Use known words and phrases in different contexts.

Adapt model answers to structure own work along with using a range of conjunctions in order to add complexity.

How to conjugate verbs (regular and irregular) without support in three different time frames.



Year 9

How to follow and respond to increasingly complex conversations and texts whilst making use of social and cultural context.

Use questions to structure the text and find ideas in other texts.

How to make sentences more interesting with the use of variety of grammatical structures.

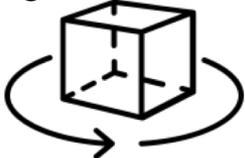
How to conjugate familiar and unfamiliar verbs in three different time frames and respond spontaneously in conversations.



KS3 Art curriculum

Intent – we intend students to know:



Year 7	Year 8	Year 9
<p>Portraits Contextual Research Observational Recording Exploring self Scale/Proportion Tone/ Mark-making</p> 	<p>Print-Making Contextual research. Observational Recording Investigating line, tone, mark-making, texture. Experimenting with repeat printing process.</p> 	<p>Still Life Contextual Research Drawing and Painting Experimenting with media and techniques Investigating line, tone, mark-making, texture.</p> 
<p>Landscape Contextual Observational recording Expressive mark-making Colour Experimenting with media and techniques</p> 	<p>Photoshop Contextual Research Understanding of Graphic Design Elements. Investigating Digital manipulation. Developing software knowledge.</p> 	<p>Collograph and Landscape Contextual research. Observational recording Expressive mark-making Investigating line, tone, mark-making, texture. Investigating another type of printmaking</p> 
<p>Multi-cultural Contextual Observational Recording Investigating different cultures. Mark-making and Symbolism.</p> 	<p>3D Form Investigating different cultures Mark-making and Symbolism. Observational recording Expressive mark-making Exploring 3D form</p> 	<p>Multi-cultural Contextual Observational Recording Investigating different cultures. Mark-making and Symbolism. Exploring CAD/CAM process to create Fine Art work. Making connections with Art and DT.</p> 

Drama curriculum

Our vision



We are committed to offering all students the opportunity to study drama for at least 3 years. We consider drama and the performing arts to be integral to developing confident students who have an understanding of the world. Drama promotes communication skills, teamwork, dialogue, negotiation and socialisation. It stimulates the imagination and creativity; it develops a better understanding of human behaviour and empathy with situations that might seem distant. We offer students the opportunity to study a range of theatrical genres and texts and focus on the technique of working like an actor. We want students to know how actors bring the written word to life and how dramatists not only entertain audiences, but also challenge their world view through thought provoking performance pieces.

KS3

All students study drama and we introduce them to a range of performance genres and approaches. Students work together to create, direct and perform drama pieces.

KS4

Students can choose to study GCSE drama. We follow the edexcel specification: students will produce their own performance pieces, evaluate a professional production and take an exam at the end of year 11.

KS5

Students can also choose to take A level drama and if there is sufficient demand, they will further develop their performance and analysis skill.

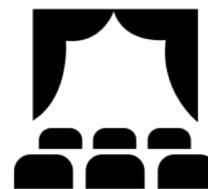
Key concepts we seek to stress



Creative process



Acting skill



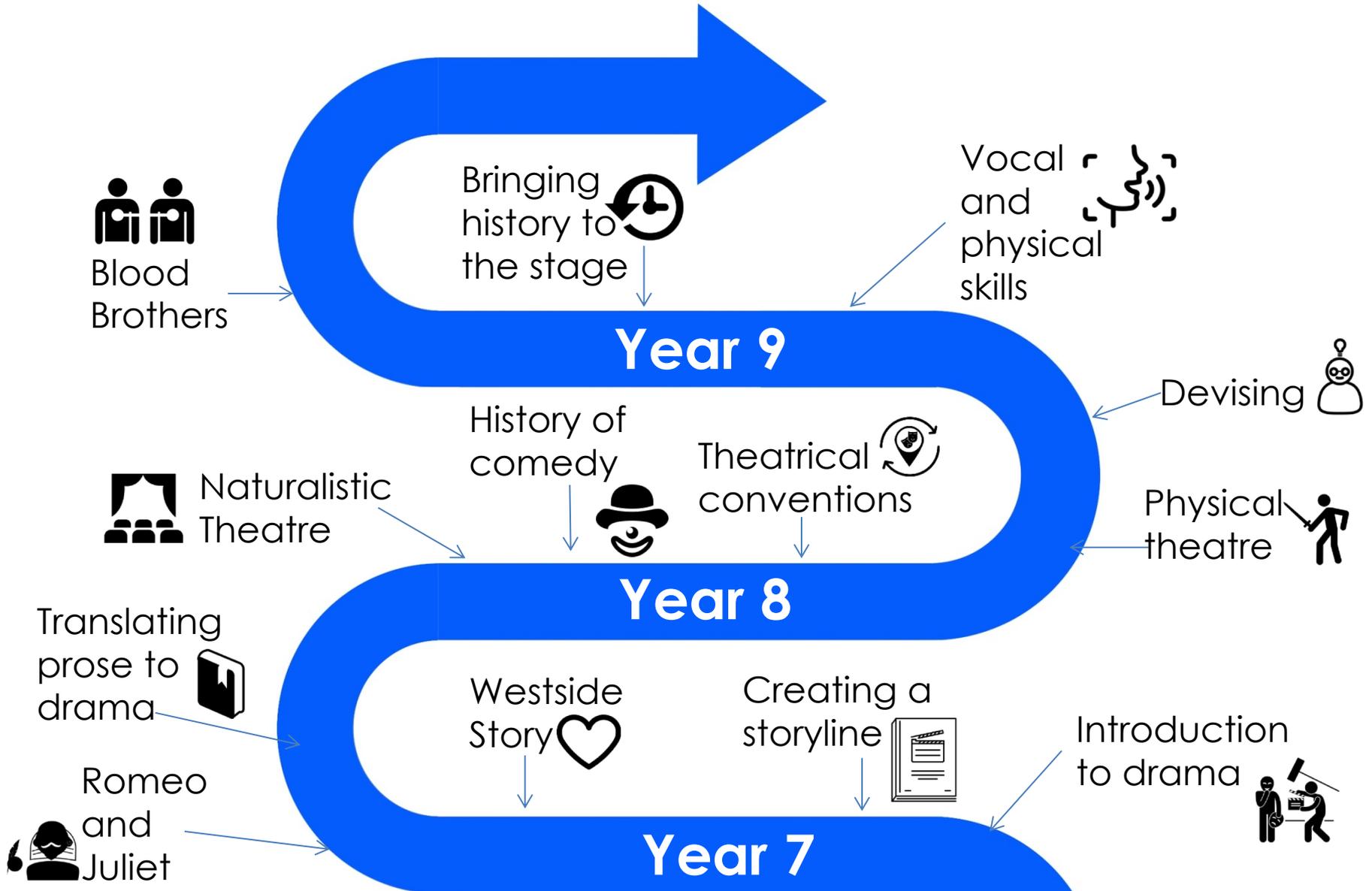
Theatrical knowledge



Evaluation

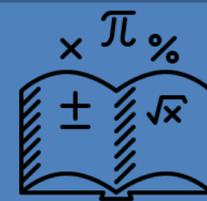
KS3 drama curriculum

Our learning journey



Mathematics curriculum

Our vision



Maths is a vital component of everyday life and helps us to understand and function in the world around us. As such our students will be taught to develop fluency, to reason mathematically, and to problem solve. We strongly believe that maths is best learned with the time to really delve into topics and allow students to work firstly on fluency and then on application. As such we deliver large chunks of content at a time, and revisit these regularly so that students can make links from prior work to new ideas.

At Torpoint it is our aim that all students leave:

- with a greater ability to problem solve, reason, explain, and justify
- knowing that they are resilient when faced with problems
- being numerate and can function well as members of society
- being confident and competent with mathematical techniques

KS3

Each year they will cover different elements and then in subsequent years they will review prior work before building on these foundations of knowledge. We firmly believe that all students should be introduced to as many different concepts and techniques as possible which is why we deliver both Foundation and Higher tier content to all students for as long as we feel they can manage it.

KS4

At KS4 we follow the specifications for Edexcel. Students study all of the concepts below and have plenty of time to practise key skills that underpin the subject discipline and complete exam style questions.

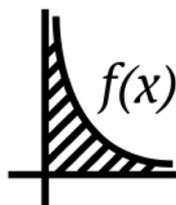
KS5

At KS5 we offer A level mathematics and this is the chance for students to really hone their expertise. It is a demanding but hugely interesting A level

Key concepts we seek to stress



Number



Algebra



Geometry



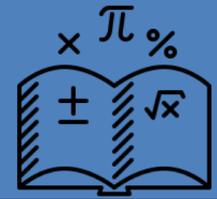
Ratio and Proportion



Statistics and probability

KS3 Mathematics

Intent – we intend students to know:



Year 7

Understand and be able to apply their knowledge of integers and decimals including all four operations
Understand and be able to manipulate algebra according to correct rules
Understand and be able to use coordinates in all four quadrants
Understand and be able to use the language and reasoning of lines, angles and shapes
Know and understand how to collect data including planning to avoid bias and sampling techniques
Understand and be able to use similarity and congruence when looking at shapes
Understand and be able to apply their knowledge of different patterns and sequences including using algebra to describe them
Understand and be able to apply their knowledge of fractions including the four operations



Year 8

Know formal constructions and can use these when working with loci
Be able to read and interpret scales, and understand how to convert units (metric/metric)
Understand and use a variety of charts and diagrams to display given or collected data
Understand pie charts and can use or construct them accurately
Know and be able to use different types of numbers
Know and be able to use all properties of quadrilaterals
Know the correct language and meaning of 2D and 3D shapes and their properties and can work with them effectively
Be confident with the links between fractions, decimals and percentages and can use these in context
Be able to apply their knowledge of percentages to different situations
Know how to manipulate linear equations and inequalities in order to find solutions
Understand and can use formulae for areas and perimeters of 2D shapes



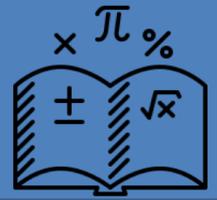
Year 9

Understand and be able to manipulate algebra including powers and brackets
Understand and be able to apply knowledge of ratio, scale and proportion
Understand and be able to construct, read and interpret real life graphs
Know and be able to work effectively with straight line graphs including the use of $y=mx+c$
Know and be able to use formulae effectively including those used in other subjects
Understand all four transformations and can do and describe each of them
Know all of the averages and measures of spread and can apply this knowledge to different sets of data
Understand and can use both Pythagoras theorem and basic trigonometry: SOHCAHTOA
Understand and can use standard form and index notation including manipulation
Understand and can manipulate surds
Understand and can apply each of the advanced trigonometric rules: sine rule and cosine rule, and know how to use trigonometry to find the area of a triangle (H only)



KS4 Mathematics

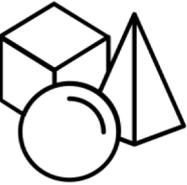
Intent – we intend students to know:



Understand how to read and construct timetables and distance time graphs as well as using these with confidence

Understand and can work effectively with compound measures

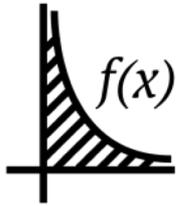
Know and can use correctly formulae for surface areas and volumes of 3D shapes



understand the language of, and can work effectively with probability

Understand and can work effectively with angles in polygons

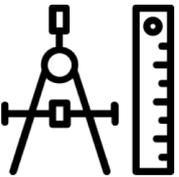
Know and be able to use all properties of parallel lines



Know how to construct, use and interpret scatter graphs and discuss correlation

Recognise and can sketch different functions including quadratics and can use these sketches to find approximate solutions

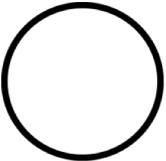
Be able to apply knowledge of quadratics algebraically (H only)



Understand and can use vocabulary and notation associated with vectors

Be able to work with vectors geometrically (H only)

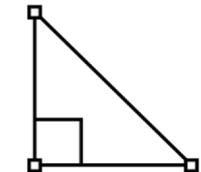
Know and be able to use vocabulary and formulae associated with circles



Know and can recognise and use each of the circle theorems, and have considered their proofs (H only)

Understand how to manipulate and solve simultaneous equations both algebraically and graphically, including non-linear situations

Recognise and can sketch different functions including trigonometric graphs and can use these to find solutions within a given range (H only)



Understand function notation and transformations of functions (H only)

Computing curriculum

Our vision



Computers are now part of everyday life and, for most of us, technology is essential to our lives at home and at work. Computational thinking is a skill that all students must learn if they are to be ready for the workplace and be able to participate effectively in the digital world. Our curriculum model will ensure that students learn how computers and computer systems work, they will design and build programs, they will develop their ideas using technology, and create a range of digital content. There are 3 main strands within computing and each of these is essential in preparing students to thrive in an increasingly digital world. We will not categorise the strands with the students but have devised activities that include all 3 strands and cover the national curriculum in a balanced, stimulating and creative way.

Computer Science

Involves using computational thinking to solve problems and make things for a purpose.

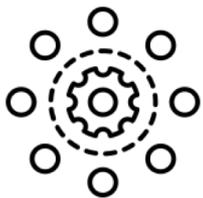
Information Technology

This strand is divided into two main areas. One of these is that students should know how it all works; how information of all kinds becomes accessible to and manipulate it by technology. The second part is that pupils need to know how to use technology.

Digital Literacy

Is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.

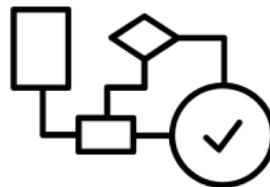
Key concepts we seek to stress



Logical Reasoning



Abstraction



Evaluation



Algorithmic thinking



Decomposition

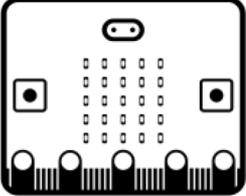
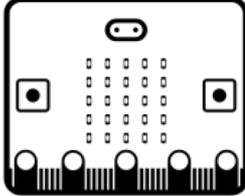


Generalisation

KS3 Computing curriculum

Intent – we intend students to know:



	Real world problems	Algorithms	Programming languages	Boolean logic	Hardware and software
7	 Bedras Challenges	 Small Basic	 Microbits	 Microbits	 Introduction
8	 Spreadsheet modelling	 Small Basic	 Scratch	 Scratch	 HTML
9	 Bedras Challenges	 Python	 Python	 Understanding computers	 Networks

KS3 Computing curriculum

Intent – we intend students to know:



	Instructions	Creative Projects	Digital artefacts	Safety
7	 Graphics	 Graphics	 Graphics	 Using computers safely
8		 HTML	 Scratch	
9	 Understanding computers			 Networks

At KS4 programming is a common element in all GCSE specifications and the KS3 curriculum model ensures that students will have an understanding of key algorithms and computational thinking. This will ensure that students can understand the problem, and identify a solution before they begin coding, thus allowing for specific syntax for different languages to be taught at GCSE. Students will be more effective coders as they know what the program needs to do.

KS3 Computing curriculum



Intent – we intend students to know:

Year 7

What makes up a computer systems– input, output, storage devices.

How to create graphics in Adobe fireworks.

The significance of audience and purpose in creating graphics.

Understand how data types (text, sound, image) are represented and manipulated digitally.

Understand where computer control is used in everyday life. To understand the impact on safety if control systems fail.

Understand the importance of sequence, selection and iteration.

Understand the different techniques for animation: frame-by-frame, tweening, motion tweening.

Understand how to use technology safely, respectfully and securely.

Understand how to apply the concepts of computational thinking to solve problems.



Year 8

Understand the use of computer models in the real world

Understand what makes an effective model and how to present information effectively.

Understand the importance of the audience and purpose when selecting using and combining information to create websites.

Understand how to evaluate the effectiveness of their website.

Understand how decomposition and abstraction will assist with game design. To use algorithmic thinking to design a game.

Understand the block based programming language Scratch.

To understand the importance of variables, Boolean logic/operators in game design.



Year 9

Understand how to apply the concepts of computational thinking to solve problems.

Understand the difference between hardware and software.

Understand how to perform binary conversions and binary arithmetic.

Understand the difference between memory and storage.

Understand how computers process instructions.

Understand how characters are encoded.

Understand how to use Python to create code, using sequence, selections and iteration.

Understand the hardware and software components that make up computer systems and how they communicate with each other and other systems.



PSHE curriculum

Our vision



PSHEe is a vital part of the college's curriculum supporting the spiritual moral, social and cultural awareness of our students and their personal development as they transition from primary to secondary education and helps prepare our students for their next steps in their pathways towards further education and employment and their future adult lives.

PSHEe aims to ensure students can embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. We want students to have a good understanding of the lifestyle choices that can impact their health, how to value and promote their own physical and mental health, to have learnt and practised First Aid skills, to have considered how to deal with difficult situations and times in their lives and know where to get further advice and support. Students will have considered their own skills and qualities and how to develop them in order to be ready for the world of work. They will have a deeper understanding and knowledge of issues such as discrimination, personal safety and the importance and value of healthy relationships.

We base our curriculum on

- The PSHE Association's programme of study for Key Stage 3 and Key Stage 4
- CDI Career Development Institute's Framework for careers, employability and enterprise education (March 2018)
- the Gatsby benchmarks for effective careers provision
- The Statutory guidance for relationships and sex education (RSE) and health education (July 2019).

Three strands:

Health and wellbeing



Relationships



Careers



PSHE curriculum

Key concepts we seek to stress



Critical thinking



Discussion skills



Evaluating sources



Risk Management



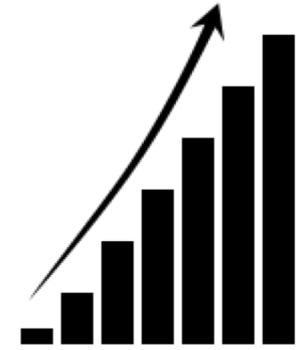
Self esteem



Resilience



Advice and support



Economic security



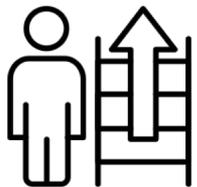
The PSHEe curriculum is supplemented by working with a range of external partners including:



The Careers and Enterprise Company,
CSW Group,
Real Ideas Organisation (RIO),
Brook—the young people’s charity for sexual health,
BHF, FutureFirst, Ambitions project,
Next Steps South West and Exeter University.



The tutor programme compliments the PSHE curriculum, for example Key Stage 4 tutors complete Personal Development tutor sessions to ensure year 11 students have an up to date CV.



The College’s Employer Adviser Network has its own development plan, supporting the careers education delivered within PSHEe to plan events and encounters and opportunities for students in line with the Gatsby benchmarks for effective careers provision.

KS3 PSHE curriculum

Intent – we intend students to know:



Year 7

Road Safety and Travelling Safely
Anti-bullying
Fire Safety and Beach Safety
E-Safety
Knife Safety

Healthy Eating - Healthy Choices
Why do people smoke?
Alcohol Awareness
Safer Internet use
Drugs Education

Puberty - Emotional health and changes
Caring for your body including dental health
Dealing with Arguments
What does great learning look like?

What is banking?
Financial Services
Finding out about different Careers
LMI Labour Market Information

Sun Safety Awareness
Legal and Illegal Drugs
Volatile Substances
Budgeting and financial planning



Year 8

What is diversity? What is prejudice?
Challenging Stereotypes
Routes to Employment
LMI Labour market Information

The Conscious Casualty- The Unconscious Casualty
Anti-Bullying
Road Safety
Cardiac Arrest
Choking and Severe Bleeding

Why do so many people smoke?
Understanding Alcohol
Risky Behaviour and Alcohol
Drugs Awareness

Friendships and positive relationships
Boyfriends and Girlfriends Talking about Sex and Relationships
Conception
What is FGM?

Community: rights and responsibilities

Earning Money
Spending Money and Money Saving Tips
Money over a life time
Budgeting
Understanding Debt/Gambling



Year 9

Human rights
Rights Respecting Schools - UNICEF
Careers: Qualification pathways
Safe Working Practices and Environments: The Law and work
Labour Market Information
Anti-bullying week
The Law and Drugs
Legal Highs
Binge Drinking
Healthy Eating
Recognising and managing risk - CONSENT
E-safety
What's beautiful? Mental health and body image pressures
Self-harming
Discrimination and Prejudice
Rights in the workplace
Sexuality
First Aid Recap
Earning money/Paying Tax
Spending and budgeting



KS4 PSHE curriculum

Intent – we intend students to know:



Year 10

Extremism and Radicalisation:

What are cults?

Fake news! Role of Social Media:

Consequences of harassment and Knife Crime awareness

Healthy Relationships and Consent

Parenting Challenges

Civil Partnerships and Marriage

E safety: group chats, FOMO, isolation, locating apps, privacy settings, law surrounding sending images

Mental Health:

Understanding Stress, Anxiety and Depression:

Self-esteem/Resilience

Post-16 Options and Post-18 Options:

Interview techniques:

Writing a Curriculum Vitae

Year 11

Understanding the workplace

Financial decisions

Consumer rights

Healthy Eating and Eating Disorders

Keeping healthy

Lifestyle choices

Revision strategies

Coping with exam stress

First aid skills

Being career ready

Healthy relationships

Avoiding bad relationships

Fertility issues

Personal safety

