



	MORAL:Understanding the consequences of their behaviour and actions	SOCIAL:Engaging with British values and contributing to life in modern Britain	SOCIAL:Using a range of social skills in different contexts	SOCIAL:Volunteering, cooperating with others and resolving conflicts
English/Humanities	KS4	All 07 07 8/9 8/9 KS3 KS3	All 07 8/9 KS4 KS4	
Enriched Curriculum	07 S/C		07 3/4 KS4 KS4	
Maths/ Science/ ICT	07 KS3		8/9 KS4	KS4
Music/ Drama/ DT				
Online Safety	All All All KS3	All All KS3		All
PE/ Art/ Cooking & Nutrition			KS4	
Post 16 Curriculum		KS5		
PSHE & Citizenship	KS3 KS4	07 KS4 KS4	07 8/9	07 KS3
Staff Training		CPD		
Student Voice		07		
Themed Curriculum		3/4	3/4 3/4 3/4 3/4 3/4	

	SPIRITUAL:Experiencing enjoyment and fascination in learning	SPIRITUAL:Reflecting about their own beliefs and perspective on life	SPIRITUAL:Reflecting on experiences	SPIRITUAL:Respecting different people's faiths, feelings and values
English/Humanities	All 07 07 07 8/9 8/9 KS3 KS4 KS4	All 07 KS4 KS4 KS4	8/9 KS3	All 07 07 8/9 KS3 KS3 KS4 KS4 KS4 S/C
Enriched Curriculum	07 07 3/4 KS4 KS4		07 3/4	07 3/4 KS4 KS4
Maths/ Science/ ICT	All All 07 8/9 8/9	KS3	KS3	
Music/ Drama/ DT	3/4 8/9			
Online Safety	All All	All All	All All	All KS3
PE/ Art/ Cooking & Nutrition	KS3	KS3		KS3
Post 16 Curriculum				
PSHE & Citizenship	07 KS3		KS3	KS4 KS4
Staff Training				
Student Voice				
Themed Curriculum	3/4 3/4 3/4 3/4 8/9	3/4 3/4	3/4 3/4 3/4 8/9	All 3/4 3/4



**Subject:** English/Humanities

**Group:** All

**Title:** RE

**Description:** Students using prior knowledge and research to compare two faiths with similarities and differences

**Date:** 23/01/2025

**Staff Name:** J Chambers

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** All

**Title:** Medieval History

**Description:** Students in Slaidburn were learning about medieval history in Britain. In the workshop lesson they made a medieval village using different materials.



**Date:** 09/02/2024

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SOCIAL:Using a range of social skills in different contexts

**Subject:** English/Humanities

**Group:** 07 - Year 07

**Title:** Hinduism

**Description:** Students explored different rituals in Hinduism

**Date:** 07/12/2023

**Staff Name:** J Chambers

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** 07 - Year 07

**Title:** Christianity

**Description:** Students explored and experienced christian artefacts during the lesson



**Date:** 19/10/2023

**Staff Name:** J Chambers

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning,

SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** KS3

**Title:** Hinduism Diwali Afternoon

**Description:** Students listened to the audio book Dupla's Diwali and made rangoli patterns with coloured pasta, rice and sand.



**Attachments:** IMG\_1051.JPG, IMG\_1046.JPG, IMG\_1050.JPG

**Date:** 01/11/2023

**Staff Name:** L Gibbons

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** KS3

**Title:** Geography- Trade

**Description:** Students explored trade, import and exports and focused on o tea came from India to the UK. The watched clips f working in a factory and being a tea picker in India and discussed which job they would prefer

**Date:** 19/10/2023

**Staff Name:** J Chambers

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, SPIRITUAL:Experiencing enjoyment and fascination in learning

**Subject:** English/Humanities

**Group:** KS4

**Title:** Lion dance workshop

**Description:** To celebrate different cultures, beliefs, students took part in a lion dance workshop, experiencing different instruments and costumes. Students asked questions to the performers about what they did for a living / careers, etc. Students behaved and were respectful to the performers.



**Attachments:** IMG\_3753.JPG

**Date:** 22/02/2024

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** KS4

**Title:** R.E Lesson on religious festivals

**Description:** Students in Slaidburn class worked together and made an advent Christmas tree, the students participated and decorated



different baubles to go on the Christmas tree. Learning and respecting different religious festivals.



**Date:** 22/11/2023

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Understanding different cultures essential for life in modern Britain, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** KS4

**Title:** Interfaith week

**Description:** Students learned about Hinduism, beliefs and practices and different festivals, they compared faiths and joined in class discussions.

**Attachments:** IMG\_3446.jpeg

**Date:** 02/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, SPIRITUAL:Reflecting



about their own beliefs and perspective on life, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** KS4

**Title:** Places of worship

**Description:** Students have been learning about places of worship, the differences and similarities as part of their learning in RE.

**Date:** 20/10/2023

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SPIRITUAL:Reflecting about their own beliefs and perspective on life

**Subject:** English/Humanities

**Group:** S/C - Whole School & College

**Title:** Chinese New Year Assembly

**Description:** A special assembly to celebrate Chinese New Year with a lion dance performance.



**Attachments:** IMG\_3695.JPG

**Date:** 22/02/2024

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Knowledge of Britain's democratic parliamentary system, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the

things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** 07 - Year 07

**Title:** Interfaith afternoon

**Description:** Students in year 7 made their own Diwali light as part of an afternoon on Hinduism.



**Date:** 01/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Understanding different cultures essential for life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Careers

**Description:** As part of careers week, students listened to different speakers from various work backgrounds.

**Date:** 25/06/2024

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, SOCIAL:Using a range of social skills in different contexts

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Spanish Christmas

**Description:** Slaidburn pupils enjoyed celebrating in the same way as Spanish children by hitting a 'Tio de Nadal' with a stick until the sweets fell out of the back.



**Date:** 05/02/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL: Celebrating and respecting diversity in local, national and global communities

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Spanish Culture

**Description:** Slaidburn looked at the Spanish Culture and how Christmas is celebrated in Spain.

We played the song feliz navidad, the students were tapping Papa Noel and won a prize at the end.



**Date:** 21/12/2023

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Maths/ Science/ ICT

**Group:** KS3

**Title:** Online Safety

**Description:** Students learned about what information is and what is personal and what type of information should remain private. Students learned about fake and real information online as well how we can stay safe.

**Attachments:** IMG\_3340.jpg

**Date:** 16/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, MORAL:Recognising right and wrong, and understanding legal boundaries, SPIRITUAL:Reflecting about their own beliefs and perspective on life

**Subject:** Online Safety

**Group:** KS3

**Title:** Video Editing

**Description:** As part of video editing, students learn about copyright and the concept of fair use. They learn about the need to respect copyright law and rights creators have over their ideas, etc.

**Attachments:** copyright\_ribble.flipchart

**Date:** 18/01/2024

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL: Celebrating and respecting diversity in local, national and global communities, MORAL: Recognising right and wrong, and understanding legal boundaries, MORAL: Understanding the consequences of their behaviour and actions, SOCIAL: Engaging with British values and contributing to life in modern Britain, SPIRITUAL: Respecting different people's faiths, feelings and values

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** KS3

**Title:** Art from other cultures

**Description:** Students in KS3 have been looking at art from different cultures. They have explored Mandalas from India, the Day of the Dead Skulls and Aboriginal art.

Students enjoyed learning about different countries and their cultures and were able to recreate the art work in a range of different ways.



**Attachments:** mandala.jpg

**Date:** 08/01/2024

**Staff Name:** S Plant

**Selected Criteria:** CULTURAL: Celebrating and respecting diversity in local, national and global communities, CULTURAL: Participating and responding to cultural opportunities, SPIRITUAL: Experiencing enjoyment and fascination in learning, SPIRITUAL: Reflecting about their own beliefs and perspective on life, SPIRITUAL: Respecting different people's faiths, feelings and values, SPIRITUAL: Using imagination and creativity in learning

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** KS4

**Title:** Boccia



**Description:** Students in Slaidburn attended a boccia competition representing PCHS&C and Burnley football club. With students from other schools.



**Date:** 12/06/2024

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL: Celebrating and respecting diversity in local, national and global communities, SOCIAL: Using a range of social skills in different contexts

**Subject:** Post 16 Curriculum

**Group:** All

**Title:** Duke of Edinburgh

**Description:** The students have been on an expedition where they had to learn the green cross code, vital skills in leadership and teamwork, supporting local foundations such as walking clubs, donation boxes and embracing local history with a tour of local historical landmarks including Newchurch and the pendle witches.

**Date:** 10/11/2023

**Staff Name:** J Harvey

**Selected Criteria:** CULTURAL: Celebrating and respecting diversity in local, national and global communities

**Subject:** PSHE & Citizenship

**Group:** KS3

**Title:** Chinses new Year

**Description:** Yarrow class discussed traditions related to Chinese new Year and tried a variety of foods.



**Date:** 06/02/2024

**Staff Name:** H Horrocks

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Knowledge of Britain's democratic parliamentary system, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Recognising the things people and communities share in common, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences

**Subject:** PSHE & Citizenship

**Group:** KS4

**Title:** Christmas Celebrations

**Description:** As part of the Christmas celebrations students in Slaidburn made snowmen using different materials such as marshmallows, icing and pretzel sticks.

**Attachments:** christmas snowmen.PNG

**Date:** 19/12/2023

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** PSHE & Citizenship

**Group:** KS4

**Title:** Kindness cards



**Description:** As part of showing kindness Slaidburn made Christmas cards which would be distributed to care homes.



**Date:** 13/12/2023

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Themed Curriculum

**Group:** All

**Title:** Nativity story

**Description:** Calder experienced the sensory story of the Nativity. They experienced various tactile props and listened to Christmas hymns along side this.



**Date:** 05/12/2022

**Staff Name:** P Richardson

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Recognising the things people and communities share in common, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Hot and cold animals

**Description:** hot and cold animals, the focus is on helping them understand basic concepts related to temperature and how different animals adapt to their environments through engaging activities and discussions:



**Attachments:** Hot animal.PNG

**Date:** 15/11/2024

**Staff Name:** L Gibbons

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Visit to local church

**Description:** Wenning and Irwell classes visited St John's church, Cliviger to experience a religious building. The students explored various objects and interacted with the members of the church.

**Attachments:** IMG\_2981.JPG

**Date:** 02/02/2024

**Staff Name:** C Gladstone

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Understanding

different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Food from different cultures

**Description:** Students in Calder had the opportunity to explore and make foods from a range of different cultures. Students worked together to make the food, enjoyed smelling and touching a range of different ingredients and enjoyed listening to music from the different cultures.



**Attachments:** IMG\_0022.JPG

**Date:** 11/12/2023

**Staff Name:** S Plant

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Participating and responding to cultural opportunities, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Themed Curriculum

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Local Heros

**Description:** Students have visited many local business and venues to witness first hand the work our local hero's do to keep us happy and

safe. For example, vets at Pets @ Home, Park keeper at Marsden Park, Hairdressers at Halo Hair Designs and Nelson Fire Station.



**Attachments:** thumbnail\_IMG\_6624.jpg, thumbnail\_IMG\_6702.jpg, ClassDojo for Teachers.html

**Date:** 04/10/2024

**Staff Name:** L Gibbons

**Selected Criteria:** CULTURAL:Celebrating and respecting diversity in local, national and global communities, CULTURAL:Recognising the things people and communities share in common, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences

**Subject:** English/Humanities

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Firework Friday

**Description:** Yarrow students listened the the story, 'Sparks in the Sky'. They made edible sparklers, participated in an attention autism activity and created a beautiful bonfire picture.





**Attachments:** IMG\_1064.JPG, IMG\_0371.JPG

**Date:** 03/11/2023

**Staff Name:** L Gibbons

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, CULTURAL:Participating and responding to cultural opportunities, CULTURAL:Understanding different cultures essential for life in modern Britain, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Women in History

**Description:** Yarrow have been learning about women in history. This week we research the life Margaret Thatcher's early life and career, being prime minister and some interesting facts about her life.



**Date:** 12/10/2023

**Staff Name:** L Gibbons

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, CULTURAL:Understanding the wide range of cultural influences that shape heritage, SOCIAL:Engaging with British values and contributing to life in modern Britain

**Subject:** PSHE & Citizenship

**Group:** 07 - Year 07

**Title:** Citizenship

**Description:** Students in year 7 have been discussing parliament and the House of Lords, They looked at how they could become involved and what issues matter the most to them.

**Date:** 29/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, SOCIAL:Engaging with British values and contributing to life in modern Britain

**Subject:** Student Voice

**Group:** 07 - Year 07

**Title:** Student council

**Description:** Students in year 7 voted for their chosen student council representative after each candidate had put forward why they thought they would be a good representative.



**Date:** 20/09/2023

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, SOCIAL:Engaging with British values and contributing to life in modern Britain

**Subject:** English/Humanities

**Group:** KS4

**Title:** Chinese New Year

**Description:** In English, pupils were exploring the book Ruby's Chinese New Year and explored food tasting to connect with the book.

**Date:** 13/11/2023

**Staff Name:** S Bryan

**Selected Criteria:** CULTURAL:Participating and responding to cultural opportunities

**Subject:** Enriched Curriculum

**Group:** All

**Title:** Kite Man

**Description:** Pupils enjoyed listening a kite man, looking at the kites he made and then making their own kite in class.



**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL:Participating and responding to cultural opportunities

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** MFL option

**Description:** We set up our own Spanish cafe and asked for drinks in Spanish



**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Ullswater trip

**Description:** As part of the enriched curriculum students took part in a residential trip to Ullswater in the lakes.



**Date:** 25/06/2024

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities, SOCIAL: Using a range of social skills in different contexts

**Subject:** Enriched Curriculum

**Group:** S/C - Whole School & College

**Title:** Carol Singing at Asda Colne

**Description:** Singing and signing choir went to Asda Colne to sing Christmas songs for shoppers



**Date:** 09/12/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL:Participating and responding to cultural opportunities

**Subject:** Music/ Drama/ DT

**Group:** KS5 - College

**Title:** Odyssey Now

**Description:** Pupils in Marsden enjoyed an 8 week drama project based on Homer's story, 'The Odyssey.' This picture shows the class pretending they are setting off on their journey aboard their sailing ship to face their first adventure with The Cyclops.



**Date:** 05/02/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** 4/5 - Key Stage 4 & 5 14-19

**Title:** Christmas Cards

**Description:** Pupils made and sent Christmas Cards as a part of their 14-19 Art lesson



**Date:** 14/12/2023

**Staff Name:** S Bryan

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** 4/5 - Key Stage 4 & 5 14-19

**Title:** Christmas Cards

**Description:** Pupils made and sent Christmas Cards as a part of their 14-19 Art lesson



**Date:** 14/12/2023

**Staff Name:** S Bryan

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** 4/5 - Key Stage 4 & 5 14-19

**Title:** Christmas

**Description:** Pupils in 14-19 Art made origami Christmas decorations as a part of their lesson





**Date:** 23/11/2023

**Staff Name:** S Bryan

**Selected Criteria:** CULTURAL: Participating and responding to cultural opportunities

**Subject:** English/Humanities

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Geography - our High Street

**Description:** Wenning pupils created and built their own High Street and enjoyed visiting different types of shops to see the service they provided.



**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common

**Subject:** Enriched Curriculum

**Group:** 07 - Year 07

**Title:** Cards for Kindness

**Description:** Students in year 7 made some Christmas cards as part of the Cards for Kindness campaign which will be sent to local care homes.



**Date:** 13/12/2023

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Maths/ Science/ ICT

**Group:** KS3

**Title:** Class survey - Spreadsheets

**Description:** Students took part in voting for their favourite foods and collected their results. Other students created their research questions and collected their data using tally charts. All students then transferred their data into a spreadsheet.



**Attachments:** IMG\_0183.JPG

**Date:** 30/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common

**Subject:** Online Safety

**Group:** All

**Title:** Safer Internet Day Lessons

**Description:** During Computing and ICT lessons (commencing 5-2-24) students had discussions around the current themes regarding Safer Internet Day and what students should do in the advent of seeing something different from normal (suspicious) / unpleasant, etc. Students then created posters about advising others on how to stay safe online as well.

**Attachments:** STAY SAFE ONLINE by meeee.docx

**Date:** 06/02/2024

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Online Safety

**Group:** All

**Title:** Safer Internet Day Assembly

**Description:** Students in the Online Safety Group - met, discussed ideas, experiences and planned to deliver a presentation to raise awareness about onlin-safety, particularly related to themes around this year's Safer Internet Day.

They then delivered the assembly to the whole school and took questions and offered advice at the end.

**Attachments:** IMG\_3670.jpg

**Date:** 06/02/2024

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting about their own beliefs and perspective on life, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Staff Training

**Group:** CPD - Staff

**Title:** Protected Characteristics

**Description:** Teachers had a refresher on Protected Characteristics and explored the in the context of the our school. Staff then reread the equality and objectives policy, looking at the objectives for this year.

**Date:** 12/10/2023

**Staff Name:** A Huggett

**Selected Criteria:** CULTURAL:Understanding different cultures essential for life in modern Britain, MORAL:Recognising right and wrong, and understanding legal boundaries, SOCIAL:Engaging with British values and contributing to life in modern Britain

**Subject:** English/Humanities

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Islam-Prayer

**Description:** Pupils learnt about the Islamic prayer. Pupils looked at the different steps in the prayer and then in turn performed the different steps using a prayer mat

**Date:** 19/10/2023

**Staff Name:** M Aktar

**Selected Criteria:** CULTURAL:Understanding the wide range of cultural influences that shape heritage, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** KS4

**Title:** History

**Description:** Students in Slaidburn have been learning about Medieval England in History.

**Date:** 10/01/2024

**Staff Name:** T Khawaja

**Selected Criteria:** CULTURAL:Understanding the wide range of cultural influences that shape heritage

**Subject:** English/Humanities

**Group:** KS3

**Title:** Teamwork

**Description:** Students discussed ways they can help each other. They thought of some great ways to work as a team and have been putting them into practice.

**Date:** 06/02/2024

**Staff Name:** H Horrocks

**Selected Criteria:** MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Maths/ Science/ ICT

**Group:** KS3

**Title:** Online Safety

**Description:** Students learned about different types of information on the internet - not everything is reliable - considered the terms belief - opinion - fact, etc.

**Attachments:** belief\_op\_fact.jpg

**Date:** 22/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SPIRITUAL:Reflecting on experiences

**Subject:** PSHE & Citizenship

**Group:** KS4

**Title:** Anti Bullying Poem

**Description:** Students in Pendle choose keywords related to Anti-Bullying week and produced a poem incorporating their words.

**Attachments:** Pendle Anti Bullying Poem.docx

**Date:** 14/11/2023

**Staff Name:** L Gibbons

**Selected Criteria:** MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, MORAL:Understanding the consequences of their behaviour and actions

**Subject:** Maths/ Science/ ICT

**Group:** KS4

**Title:** Copyright

**Description:** Students learned about copyright and fair dealing. This related to their use of images from the internet.

**Date:** 23/01/2024

**Staff Name:** S Bhatti

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries

**Subject:** Online Safety

**Group:** All

**Title:** Online Safety Video

**Description:** Students worked together and planned and created a video / song about online safety.

**Attachments:** IMG\_3457.jpeg

**Date:** 01/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Volunteering, cooperating with others and resolving conflicts

**Subject:** Post 16 Curriculum

**Group:** KS5 - College

**Title:** Human Rights

**Description:** Students in Bowland explored a human Rights as described by Amnesty International.



**Date:** 10/11/2023

**Staff Name:** A Huggett

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, SOCIAL:Engaging with British values and contributing to life in modern Britain



**Subject:** PSHE & Citizenship

**Group:** KS3

**Title:** Anti Bullying/ Being Kind

**Description:** Students discussed kind and unkind acts. They made kind cards and delivered them to other students in school.



**Attachments:** IMG\_0297.JPG, IMG\_0298.JPG, IMG\_0306.JPG, IMG\_0219.JPG

**Date:** 01/11/2023

**Staff Name:** L Gibbons

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Volunteering, cooperating with others and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** 07 - Year 07

**Title:** wellbeing

**Description:** Students in Hodder have been following a scheme on mental wellbeing. They have focused this week on self esteem and how it is a feeling and not something they can touch or see,



**Date:** 06/02/2024

**Staff Name:** J Chambers

**Selected Criteria:** MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences

**Subject:** Enriched Curriculum

**Group:** S/C - Whole School & College

**Title:** Theme of the month November

**Description:** Every class in school and college has been focusing on Kindness this month and how they can show it in school.



**Date:** 21/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** MORAL:Understanding the consequences of their behaviour and actions

**Subject:** Maths/ Science/ ICT

**Group:** 07 - Year 07

**Title:** Online Safety

**Description:** Students in year 7 took part in discussions about how they could keep themselves safe when using the internet. They then came up with some top tips for others.

**Date:** 11/10/2023

**Staff Name:** J Thompson

**Selected Criteria:** MORAL:Understanding the consequences of their behaviour and actions

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Voting for Class representative

**Description:** Students in Calder voted for their class representative for the student council. To make the voting process inclusive students used the eye gaze computer and Chooselt Maker to vote by themselves.



**Attachments:** IMG\_1191.JPG, IMG\_1194.JPG

**Date:** 18/09/2023

**Staff Name:** S Plant

**Selected Criteria:** SOCIAL:Engaging with British values and contributing to life in modern Britain

**Subject:** English/Humanities

**Group:** 07 - Year 07

**Title:** Planning to preform an interview

**Description:** In pairs, students planned their own interview questions and named their radio/podcast in preparation to record.



**Date:** 10/10/2023

**Staff Name:** O Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Autumn/Harvest Attention Autism Session

**Description:** Yarrow students participated in an early integrated attention activity on the theme of Autumn and Harvest. Students were encouraged to control their focus of attention (visual and auditory) between the speaker and the task.



**Attachments:** IMG\_0246[1].JPG

**Date:** 19/10/2023

**Staff Name:** L Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** KS4

**Title:** Step Up - Holidays Camping

**Description:** Students worked together to put up a tent following instructions - discussed the benefits of outdoor activities and worked on teamwork.

**Attachments:** IMG\_3542.jpg

**Date:** 20/11/2023

**Staff Name:** S Bhatti

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Into Cinema

**Description:** KS3 and Wenning students went to Blackburn Vue cinema to watch, 'Mary and the Witches Flower' (Autism Friendly). The students were great ambassadors for the school.





**Attachments:** IMG\_5193(1).jpg

**Date:** 14/03/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Maths/ Science/ ICT

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Science Electricity PC World

**Description:** Yarrow students visited Curry's PC World to look at different household appliances. They discovered which items were mains and battery operated.



**Date:** 20/11/2023

**Staff Name:** L Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Maths/ Science/ ICT

**Group:** KS4

**Title:** Pendle IEP work

**Description:** Students worked on different IEP targets including maths, independence, collaboration, etc. They built Lego type construction kits with one (ASD) student providing help when needed.

**Attachments:** IMG\_3441.jpeg

**Date:** 20/10/2023

**Staff Name:** S Bhatti

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SOCIAL:Volunteering, cooperating with others and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**Subject:** PSHE & Citizenship

**Group:** 07 - Year 07

**Title:** Anti-Bullying week

**Description:** Students in year 7 worked together to create acrostic poems about bullying.

**B**e kind to everyone

**U**nderstand everyone's feelings

**L**et's be nice to everyone

**L**et's love each other

**Y**ou should not bully anyone

**I**nclude everyone

**N**ever say bad words

**G**ive help to friends

**Date:** 20/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SOCIAL:Volunteering, cooperating with others and resolving conflicts

**Subject:** PSHE & Citizenship

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Personal Finance

**Description:** Yarrow participated in a group discuss abot when you're talking about finances, you're talking about money and things that are worth money. Students explored different activities to build their understanding.



**Attachments:** IMG\_1701[1].JPG

**Date:** 01/05/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Snow Day

**Description:** Irwell, Yarrow, Wenning and Calder enjoyed a journey through ice and snow this morning as part of their Autumn 2 topic 'A Journey through Sand and Snow'. We made snow angels, patterns, snowmen and warmed up by watching the 'snowman' together in the hall.



**Attachments:** IMG\_2349.JPG, IMG\_2362.JPG, IMG\_2375.JPG

**Date:** 19/11/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Themed Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Developing Communication Skills

**Description:** Students in Calder have been working hard to develop their communication skills using a range of different ways such as Eye Gaze, VOCAs, symbols and gestures to indicate a want, need or to answer basic questions.



**Date:** 06/02/2024

**Staff Name:** S Plant

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Reflecting on experiences

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Fish Filleting Demo

**Description:** STEM (Science/Cooking) activity for the website. As part of KS4 science Carl demonstrated the correct way to gut and fillet a whole Black Tilapia and whole Sea Bream fish. Carl discussed the fishes anatomy and the effect of over fishing





**Attachments:** IMG\_2134.JPG, IMG\_2152.JPG, IMG\_2154.JPG

**Date:** 03/05/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Maths/ Science/ ICT

**Group:** All

**Title:** Looking at a heart

**Description:** Pupils enjoyed looking a real pigs heart and watching it being dissected.



**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning

**Subject:** Maths/ Science/ ICT

**Group:** All

**Title:** World Heart Day

**Description:** World Heart Day is a global, multi-lingual celebration

Spanning six continents, our hundreds of World Heart Federation (WHF)

member organizations, the countless schools, universities, sports clubs and the vibrant cardiology community make World Heart Day (WHD) a truly global celebration.

Every year these groups and individuals bring their local flair, favor and colors to festivities, marking the day by sharing heart healthy regional specialties, leading a dance to get the whole community moving, and sharing life-saving lessons far and wide

**Attachments:** WHD.PNG

**Date:** 30/10/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning

**Subject:** Maths/ Science/ ICT

**Group:** 07 - Year 07

**Title:** Salt Hill Quarry

**Description:** Hodder visited Salt Hill Quarry to enhance the teaching of Earth science at KS3. Approach Earth science more effectively through a 'How science works' context.



**Attachments:** IMG\_6039.JPG

**Date:** 14/06/2024

**Staff Name:** L Gibbons

**Selected Criteria:** SPIRITUAL: Experiencing enjoyment and fascination in learning

**Subject:** Maths/ Science/ ICT

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Maths

**Description:** Pupils looked at different colour smarties in a box, they used this information and put it in a tally chart, this was then used to make bar charts.

**Date:** 16/10/2023

**Staff Name:** M Aktar

**Selected Criteria:** SPIRITUAL: Experiencing enjoyment and fascination in learning

**Subject:** Music/ Drama/ DT

**Group:** 3/4 - Key Stage 3 & 4

**Title:** Weaving skills

**Description:** Wenning pupils had a great time learning how to weave on a variety of looms such as circular pre-bought frames and home made looms form natural sticks and branches, We used material strips and also natural items such as leaves and flowers.



**Attachments:** IMG\_1772[1].JPG

**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning

**Subject:** Music/ Drama/ DT

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Monster movie light boxes

**Description:** Students in Wyre and Ribble have designed and created a monster movie light box, where they used their imagination to come up with a design for the monster, background and movie name. Students also included a light using a circuit and put this into their background

**Date:** 12/12/2023

**Staff Name:** L Rimmer

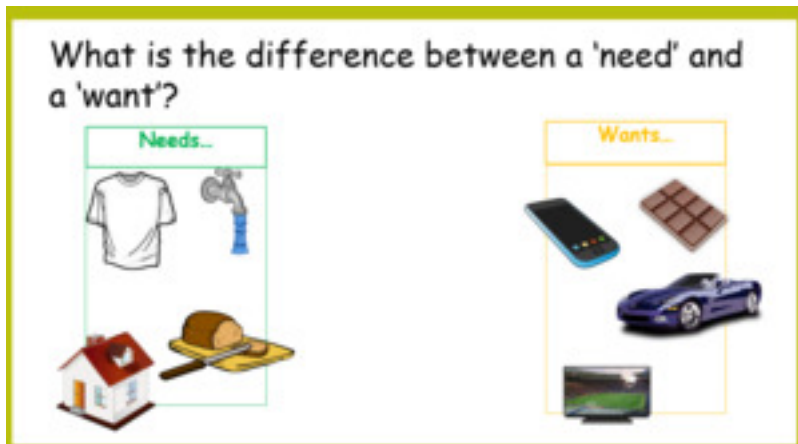
**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** PSHE & Citizenship

**Group:** 07 - Year 07

**Title:** Money

**Description:** Students in year 7 have been learning about the difference between needs and wants when it comes to money, they have been having lots of discussions about some things which they think are needs which are actually wants for example PS4 and mobile phones!



**Date:** 17/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** 3/4 - Key Stage 3 & 4

**Title:** October theme of the month

**Description:** All students in KS3 and KS4 focused on how they could show empathy to others in the month of October, they then popped something up for their class on the board.



**Attachments:** Empathy.JPG



**Date:** 20/10/2023

**Staff Name:** J Thompson

**Selected Criteria:** SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** Enriched Curriculum

**Group:** KS4

**Title:** Friday Assembly

**Description:** Slaidburn led a whole school assembly as part of their AQA unit on Christianity. Pupils led the assembly and explained what advent is about, illustrated with an advent wreath which we placed candles in and finishing with a Christian song.



**Date:** 29/11/2024

**Staff Name:** S Flanagan

**Selected Criteria:** SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** PE/ Art/ Cooking & Nutrition

**Group:** All

**Title:** Learning chocolatiere skills

**Description:** Students have been learning how to use their functional skills to temper chocolate and follow complex recipes to create chocolates.





**Date:** 06/02/2024

**Staff Name:** C Byrne

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

**Subject:** PSHE & Citizenship

**Group:** 07 - Year 07

**Title:** Anti-bullying

**Description:** Students in year 7 designed some odd socks as part of the anti-bullying morning.



**Date:** 01/11/2023

**Staff Name:** J Thompson

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

**Subject:** PSHE & Citizenship

**Group:** 8/9 - Years 8 & 9 mix

**Title:** Christmas Cards for Kindness

**Description:** Loneliness is a growing problem among older people, and in care homes it can be a particularly difficult issue to resolve.



**Date:** 18/12/2023

**Staff Name:** L Gibbons

**Selected Criteria:** SPIRITUAL:Using imagination and creativity in learning

# Criteria Covered by Groups

## All:

### Autism NAS

- Enabling People with Autism : Emotional Well being Part 5 - Relationships / Life Changes
- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Enabling Pupils with Autism : Emotional Wellbeing Part 4 : Health and Safety
- Enabling Pupils with Autism : Emotional Wellbeing Part 6 : Managing Emotions
- Enabling Pupils with Autism : Self-Reliance and Problem Solving
- Enabling Pupils with Autism : Sensory Experiences
- Understanding Autism : Emotional Wellbeing : Part 2 - Health and Behaviour
- Understanding Autism : Sensory Experiences
- Understanding Autism : Self Reliance and Problem Solving
- Understanding Autism : Social Interaction

### British Values

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### Citizenship - KS3

1. The political system
2. Parliament
3. Precious liberties of UK citizens
4. Rules & laws and the justice system
5. Public institutions, voluntary groups & communities

### Citizenship - KS4

5. Human rights and international law
6. The legal system in the UK
7. Diverse identities in the UK
8. Contributing to the improvement of the community

### Gatsby (Careers)

4. Linking curriculum learning to careers

### PCHS&C Values

1. Honesty
2. Embrace Diversity
3. Ambition
4. Respect
5. Togetherness

### Physical Health & Mental Wellbeing

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical Health & Fitness
4. Healthy Eating
5. Drugs, Alcohol & Tobacco
6. Health & Prevention

### PSHE KS3

- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Healthy Lifestyles
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.3 Forming and Maintaining Respectful Relationships

- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.6 Media Literacy and Digital Resilience

## **PSHE KS4**

- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Health-Related Decisions
- 1.4 Drugs, Alcohol and Tobacco
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.3 Forming and Maintaining Respectful Relationships
- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.6 Media Literacy and Digital Resilience

## **Relationships & Sex Education**

- 1. Families
- 2. Respectful Relationships, including Friendships
- 3. Online & Media
- 4. Being Safe

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
- CULTURAL: Understanding different cultures essential for life in modern Britain
- CULTURAL: Understanding the wide range of cultural influences that shape heritage
- MORAL: Investigating moral and ethical issues and appreciating others' viewpoints
- MORAL: Recognising right and wrong, and understanding legal boundaries
- MORAL: Understanding the consequences of their behaviour and actions
- SOCIAL: Engaging with British values and contributing to life in modern Britain
- SOCIAL: Using a range of social skills in different contexts
- SOCIAL: Volunteering, cooperating with others and resolving conflicts
- SPIRITUAL: Experiencing enjoyment and fascination in learning
- SPIRITUAL: Reflecting about their own beliefs and perspective on life
- SPIRITUAL: Reflecting on experiences
- SPIRITUAL: Respecting different people's faiths, feelings and values
- SPIRITUAL: Using imagination and creativity in learning

## **07 - Year 07:**

### **Autism NAS**

- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Understanding Autism : Social Interaction

### **British Values**

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **Citizenship - KS3**

- 1. The political system
- 2. Parliament
- 3. Precious liberties of UK citizens
- 4. Rules & laws and the justice system
- 5. Public institutions, voluntary groups & communities
- 6. Functions and uses of money

## **Gatsby (Careers)**

2. Learning from career and labour market information
4. Linking curriculum learning to careers

## **PCHS&C Values**

1. Honesty
2. Embrace Diversity
3. Ambition
4. Respect
5. Togetherness

## **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical Health & Fitness
4. Healthy Eating

## **PSHE KS3**

- 1.1 Self-Concept
- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Healthy Lifestyles
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.3 Forming and Maintaining Respectful Relationships
- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.1 Learning Skills
- 3.5 Financial Choices
- 3.6 Media Literacy and Digital Resilience

## **Relationships & Sex Education**

2. Respectful Relationships, including Friendships
3. Online & Media

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Knowledge of Britain's democratic parliamentary system
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
- CULTURAL: Understanding different cultures essential for life in modern Britain
- MORAL: Understanding the consequences of their behaviour and actions
- SOCIAL: Engaging with British values and contributing to life in modern Britain
- SOCIAL: Using a range of social skills in different contexts
- SOCIAL: Volunteering, cooperating with others and resolving conflicts
- SPIRITUAL: Experiencing enjoyment and fascination in learning
- SPIRITUAL: Reflecting about their own beliefs and perspective on life
- SPIRITUAL: Reflecting on experiences
- SPIRITUAL: Respecting different people's faiths, feelings and values
- SPIRITUAL: Using imagination and creativity in learning

## **3/4 - Key Stage 3 & 4:**

### **Autism NAS**

- Enabling Pupils with Autism : Emotional Wellbeing Part 1 : Happiness
- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Enabling Pupils with Autism : Emotional Wellbeing Part 3 : Transition
- Enabling Pupils with Autism : Emotional Wellbeing Part 6 : Managing Emotions
- Enabling Pupils with Autism : Sensory Experiences



Enabling Pupils with Autism : Social Communication  
Understanding Autism : Emotional Well being Part 1 - Happiness  
Understanding Autism : Emotional Wellbeing : Part 2 - Health and Behaviour  
Understanding Autism : Sensory Experiences  
Understanding Autism : Social Interaction

## **British Values**

Democracy  
Mutual respect and tolerance

## **Gatsby (Careers)**

3. Addressing the needs of each student  
4. Linking curriculum learning to careers  
5. Encounters with employers and employees  
6. Experiences of workplaces  
8. Personal guidance

## **PCHS&C Values**

1. Honesty  
2. Embrace Diversity  
3. Ambition  
4. Respect  
5. Togetherness

## **Physical Health & Mental Wellbeing**

1. Mental Wellbeing  
3. Physical Health & Fitness  
6. Health & Prevention

## **PSHE KS3**

1.2 Mental Health and Emotional Wellbeing  
1.3 Healthy Lifestyles  
2.1 Positive Relationships  
2.2 Relationship Values  
3.3 Work and Career

## **PSHE KS4**

1.2 Mental Health and Emotional Wellbeing  
2.1 Positive Relationships  
2.2 Relationship Values

## **Relationships & Sex Education**

2. Respectful Relationships, including Friendships  
3. Online & Media  
4. Being Safe

## **SMSC**

CULTURAL: Celebrating and respecting diversity in local, national and global communities  
CULTURAL: Participating and responding to cultural opportunities  
CULTURAL: Recognising the things people and communities share in common  
CULTURAL: Understanding different cultures essential for life in modern Britain  
CULTURAL: Understanding the wide range of cultural influences that shape heritage  
MORAL: Investigating moral and ethical issues and appreciating others' viewpoints  
SOCIAL: Engaging with British values and contributing to life in modern Britain  
SOCIAL: Using a range of social skills in different contexts  
SPIRITUAL: Experiencing enjoyment and fascination in learning  
SPIRITUAL: Reflecting about their own beliefs and perspective on life  
SPIRITUAL: Reflecting on experiences  
SPIRITUAL: Respecting different people's faiths, feelings and values  
SPIRITUAL: Using imagination and creativity in learning

## **4/5 - Key Stage 4 & 5 14-19:**

### **Gatsby (Careers)**

3. Addressing the needs of each student
4. Linking curriculum learning to careers
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **PCHS&C Values**

2. Embrace Diversity

### **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical Health & Fitness
6. Health & Prevention

### **Relationships & Sex Education**

2. Respectful Relationships, including Friendships

### **SMSC**

CULTURAL: Participating and responding to cultural opportunities

## **8/9 - Years 8 & 9 mix:**

### **Autism NAS**

- Enabling People with Autism : Emotional Well being Part 5 - Relationships / Life Changes
- Enabling Pupils with Autism : Emotional Wellbeing Part 1 : Happiness
- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Enabling Pupils with Autism : Emotional Wellbeing Part 4 : Health and Safety
- Enabling Pupils with Autism : Sensory Experiences
- Enabling Pupils with Autism : Social Communication
- Understanding Autism : Emotional Well being Part 1 - Happiness
- Understanding Autism : Emotional Wellbeing : Part 2 - Health and Behaviour
- Understanding Autism : Sensory Experiences
- Understanding Autism : Self Reliance and Problem Solving
- Understanding Autism : Social Interaction

### **British Values**

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **Citizenship - KS3**

1. The political system
2. Parliament
3. Precious liberties of UK citizens
4. Rules & laws and the justice system
6. Functions and uses of money

### **Gatsby (Careers)**

4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

### **PCHS&C Values**

1. Honesty
2. Embrace Diversity
3. Ambition

4. Respect
5. Togetherness

## **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms
4. Healthy Eating
5. Drugs, Alcohol & Tobacco
6. Health & Prevention

## **PSHE KS3**

- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Healthy Lifestyles
- 1.4 Drugs, Alcohol and Tobacco
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.3 Forming and Maintaining Respectful Relationships
- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.1 Learning Skills
- 3.2 Choices and Pathways
- 3.3 Work and Career
- 3.5 Financial Choices

## **Relationships & Sex Education**

2. Respectful Relationships, including Friendships
4. Being Safe

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Knowledge of Britain's democratic parliamentary system
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
- CULTURAL: Understanding different cultures essential for life in modern Britain
- CULTURAL: Understanding the wide range of cultural influences that shape heritage
- SOCIAL: Engaging with British values and contributing to life in modern Britain
- SOCIAL: Using a range of social skills in different contexts
- SPIRITUAL: Experiencing enjoyment and fascination in learning
- SPIRITUAL: Reflecting on experiences
- SPIRITUAL: Respecting different people's faiths, feelings and values
- SPIRITUAL: Using imagination and creativity in learning

## **CPD - Staff:**

### **British Values**

- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **PCHS&C Values**

2. Embrace Diversity
4. Respect

## **SMSC**

- CULTURAL: Understanding different cultures essential for life in modern Britain
- MORAL: Recognising right and wrong, and understanding legal boundaries
- SOCIAL: Engaging with British values and contributing to life in modern Britain

## **KS3:**

## **Autism NAS**

- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Enabling Pupils with Autism : Emotional Wellbeing Part 4 : Health and Safety
- Enabling Pupils with Autism : Self-Reliance and Problem Solving
- Enabling Pupils with Autism : Sensory Experiences
- Enabling Pupils with Autism : Social Communication
- Understanding Autism : Social Interaction

## **British Values**

- Individual liberty
- Mutual respect and tolerance
- The rule of law

## **Citizenship - KS3**

1. The political system
3. Precious liberties of UK citizens
4. Rules & laws and the justice system
5. Public institutions, voluntary groups & communities

## **Gatsby (Careers)**

2. Learning from career and labour market information
4. Linking curriculum learning to careers

## **PCHS&C Values**

1. Honesty
2. Embrace Diversity
3. Ambition
4. Respect
5. Togetherness

## **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms

## **PSHE KS3**

- 1.1 Self-Concept
- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Healthy Lifestyles
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.3 Forming and Maintaining Respectful Relationships
- 2.4 Consent
- 2.6 Bullying, Abuse and Discrimination
- 3.1 Learning Skills
- 3.6 Media Literacy and Digital Resilience

## **Relationships & Sex Education**

2. Respectful Relationships, including Friendships
3. Online & Media
4. Being Safe

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Knowledge of Britain's democratic parliamentary system
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
- CULTURAL: Understanding different cultures essential for life in modern Britain
- CULTURAL: Understanding the wide range of cultural influences that shape heritage
- MORAL: Investigating moral and ethical issues and appreciating others' viewpoints
- MORAL: Recognising right and wrong, and understanding legal boundaries
- MORAL: Understanding the consequences of their behaviour and actions

SOCIAL:Engaging with British values and contributing to life in modern Britain  
SOCIAL:Volunteering, cooperating with others and resolving conflicts  
SPIRITUAL:Experiencing enjoyment and fascination in learning  
SPIRITUAL:Reflecting about their own beliefs and perspective on life  
SPIRITUAL:Reflecting on experiences  
SPIRITUAL:Respecting different people's faiths, feelings and values  
SPIRITUAL:Using imagination and creativity in learning

## **KS4:**

### **Autism NAS**

Enabling People with Autism : Emotional Well being Part 5 - Relationships / Life Changes  
Enabling Pupils with Autism : Emotional Wellbeing Part 1 : Happiness  
Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community  
Enabling Pupils with Autism : Emotional Wellbeing Part 4 : Health and Safety  
Enabling Pupils with Autism : Emotional Wellbeing Part 6 : Managing Emotions  
Enabling Pupils with Autism : Self-Reliance and Problem Solving  
Enabling Pupils with Autism : Sensory Experiences  
Enabling Pupils with Autism : Social Communication  
Understanding Autism : Emotional Well being Part 1 - Happiness  
Understanding Autism : Emotional Wellbeing : Part 2 - Health and Behaviour  
Understanding Autism : Sensory Experiences  
Understanding Autism : Self Reliance and Problem Solving  
Understanding Autism : Social Interaction

### **British Values**

Democracy  
Individual liberty  
Mutual respect and tolerance  
The rule of law

### **Citizenship - KS4**

1. Parliamentary democracy and the constitution of the UK
2. Electoral systems in and beyond the UK
6. The legal system in the UK
7. Diverse identities in the UK
8. Contributing to the improvement of the community

### **Gatsby (Careers)**

1. A stable careers programme
2. Learning from career and labour market information
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

### **PCHS&C Values**

1. Honesty
2. Embrace Diversity
3. Ambition
4. Respect
5. Togetherness

### **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical Health & Fitness
4. Healthy Eating
7. Basic First Aid

### **PSHE KS4**

- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Health-Related Decisions
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.3 Forming and Maintaining Respectful Relationships
- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.1 Learning Skills
- 3.3 Work and Career
- 3.4 Employment Rights and Responsibilities
- 3.6 Media Literacy and Digital Resilience

## **Relationships & Sex Education**

- 2. Respectful Relationships, including Friendships
- 4. Being Safe

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
- CULTURAL: Understanding different cultures essential for life in modern Britain
- CULTURAL: Understanding the wide range of cultural influences that shape heritage
- MORAL: Investigating moral and ethical issues and appreciating others' viewpoints
- MORAL: Recognising right and wrong, and understanding legal boundaries
- MORAL: Understanding the consequences of their behaviour and actions
- SOCIAL: Engaging with British values and contributing to life in modern Britain
- SOCIAL: Using a range of social skills in different contexts
- SOCIAL: Volunteering, cooperating with others and resolving conflicts
- SPIRITUAL: Experiencing enjoyment and fascination in learning
- SPIRITUAL: Reflecting about their own beliefs and perspective on life
- SPIRITUAL: Respecting different people's faiths, feelings and values
- SPIRITUAL: Using imagination and creativity in learning

## **KS5 - College:**

### **British Values**

- Democracy
- Individual liberty
- Mutual respect and tolerance
- The rule of law

### **Citizenship - KS3**

- 1. The political system
- 3. Precious liberties of UK citizens
- 4. Rules & laws and the justice system
- 5. Public institutions, voluntary groups & communities

### **Citizenship - KS4**

- 1. Parliamentary democracy and the constitution of the UK
- 4. Local, regional and international governance & the UK's relations with others
- 5. Human rights and international law
- 8. Contributing to the improvement of the community
- 9. Money and finance

### **Gatsby (Careers)**

- 1. A stable careers programme
- 2. Learning from career and labour market information
- 3. Addressing the needs of each student
- 4. Linking curriculum learning to careers

5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

### **PCHS&C Values**

1. Honesty
2. Embrace Diversity
3. Ambition
4. Respect
5. Togetherness

### **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
3. Physical Health & Fitness
4. Healthy Eating
6. Health & Prevention
7. Basic First Aid

### **PSHE KS3**

- 1.3 Healthy Lifestyles

### **PSHE KS4**

- 1.2 Mental Health and Emotional Wellbeing
- 1.3 Health-Related Decisions
- 1.4 Drugs, Alcohol and Tobacco
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 3.1 Learning Skills
- 3.2 Choices and Pathways
- 3.3 Work and Career
- 3.5 Financial Choices
- 3.6 Media Literacy and Digital Resilience

### **Relationships & Sex Education**

2. Respectful Relationships, including Friendships
3. Online & Media
4. Being Safe

### **SMSC**

- CULTURAL: Participating and responding to cultural opportunities  
 MORAL: Recognising right and wrong, and understanding legal boundaries  
 SOCIAL: Engaging with British values and contributing to life in modern Britain

## **S/C - Whole School & College:**

### **Autism NAS**

- Enabling Pupils with Autism : Emotional Wellbeing Part 1 : Happiness
- Enabling Pupils with Autism : Emotional Wellbeing Part 2 : Community
- Enabling Pupils with Autism : Emotional Wellbeing Part 6 : Managing Emotions
- Enabling Pupils with Autism : Sensory Experiences
- Understanding Autism : Emotional Well being Part 1 - Happiness
- Understanding Autism : Sensory Experiences
- Understanding Autism : Self Reliance and Problem Solving
- Understanding Autism : Social Interaction

### **British Values**

- Individual liberty
- Mutual respect and tolerance



## **Citizenship - KS3**

3. Precious liberties of UK citizens
5. Public institutions, voluntary groups & communities

## **Citizenship - KS4**

7. Diverse identities in the UK
8. Contributing to the improvement of the community

## **PCHS&C Values**

2. Embrace Diversity
4. Respect
5. Togetherness

## **Physical Health & Mental Wellbeing**

1. Mental Wellbeing
2. Internet Safety & Harms
3. Physical Health & Fitness

## **PSHE KS3**

- 1.1 Self-Concept
- 1.2 Mental Health and Emotional Wellbeing
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.7 Social Influences
- 3.6 Media Literacy and Digital Resilience

## **PSHE KS4**

- 1.1 Self-Concept
- 1.2 Mental Health and Emotional Wellbeing
- 1.5 Managing Risk and Personal Safety
- 2.1 Positive Relationships
- 2.2 Relationship Values
- 2.7 Social Influences
- 3.6 Media Literacy and Digital Resilience

## **SMSC**

- CULTURAL: Celebrating and respecting diversity in local, national and global communities
- CULTURAL: Knowledge of Britain's democratic parliamentary system
- CULTURAL: Participating and responding to cultural opportunities
- CULTURAL: Recognising the things people and communities share in common
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- CULTURAL: Understanding the wide range of cultural influences that shape heritage
- MORAL: Understanding the consequences of their behaviour and actions
- SPIRITUAL: Respecting different people's faiths, feelings and values
- SPIRITUAL: Using imagination and creativity in learning

