

# Total Number of Activities = 121

	CULTURAL: Celebrating and respecting diversity in local, national and global communities														CULTURAL: Knowledge of Britain's democratic parliamentary system									
English/Humanities	All	All	07	07	07	KS3	KS3	KS4	KS4	KS4	KS4	KS4	KS4	KS4	S/C	3/4	8/9	8/9	KS4	KS4	S/C			
Enriched Curriculum	07	KS3	KS4	KS4	KS4																			
Maths/ Science/ ICT	KS3	KS5																						
Music/ Drama/ DT																								
Online Safety	KS3															All								
PE/ Art/ Cooking & Nutrition	KS3	KS4																						
Post 16 Curriculum	All																							
PSHE & Citizenship	All	KS3	KS4	KS4												All	07	KS3						
Staff Training																								
Student Voice																07	07							
Themed Curriculum	All	3/4	3/4	3/4	8/9	8/9																		

	CULTURAL: Participating and responding to cultural opportunities														CULTURAL: Recognising the things people and communities share in common									
English/Humanities	All	All	All	07	07	8/9	KS3	KS4	KS4	KS4	KS4	KS4	KS4	S/C	All	All	07	3/4	KS4	KS4	KS4	KS4	S/C	
Enriched Curriculum	All	KS4	KS4	KS4	S/C										07	KS3	KS4							
Maths/ Science/ ICT															KS3	KS5								
Music/ Drama/ DT	KS5																							
Online Safety															All	All								
PE/ Art/ Cooking & Nutrition	4/5	4/5	4/5	KS3																				
Post 16 Curriculum																								
PSHE & Citizenship	All	KS3	KS4	KS4											All	8/9	KS3							
Staff Training																								
Student Voice																								
Themed Curriculum	3/4	8/9													All	8/9	8/9							









**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:** Tio de Nadal

**Description:** Irwell enjoyed singing Feliz Navidad whilst hitting Tio de Nadal which is a Spanish tradition in many families on Christmas Eve.



**Date:** 22/01/2026

**Staff Name:** S Flanagan

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

**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:** tudors and foods

**Description:** slaidburn have been exploring the Tudors and the foods they eat

**Date:** 11/02/2026

**Staff Name:** E Cowling

**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, SPIRITUAL:Reflecting on experiences, SPIRITUAL:Respecting different people's faiths, feelings and values

**Subject:** English/Humanities

**Group:** KS4

**Title:** tudors

**Description:** Slaidburn are going to be making a poster about the Tudor life

**Date:** 21/01/2026

**Staff Name:** E Cowling

**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, 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

**Subject:** English/Humanities

**Group:** KS4

**Title:** The Great Fire of London

**Description:** looking at the great fire off London. Through purple mash, reading and looking at a picture book along with games.

**Date:** 20/01/2026

**Staff Name:** E Cowling

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

**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:** KS3

**Title:** Assembly

**Description:** Students in KS3 learned about Human Rights as part of our Wednesday online assembly.

**Date:** 10/12/2025

**Staff Name:** J Thompson

**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:** 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:** Maths/ Science/ ICT

**Group:** KS5 - College

**Title:** Digital Careers - Care Centre trip

**Description:** Digital Careers 14-19 group

Students learned about the work a care worker does.

They then visited a day care centre - listened to the manager explain what staff do, students also investigated how IT is used in the workplace there. Students asked questions.

**Date:** 25/09/2025

**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, 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

**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, they 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:** All

**Title:** Alcohol missuse

**Description:** Today Slaidburn looked at alcohol abuse and how it affects the body.

**Date:** 21/01/2026

**Staff Name:** E Cowling

**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, 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

**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:** Chinese New Year

**Description:** Students in Yarrow explored the tradition of Chinese New Year by learning about the Chinese calendar and traditional foods.

**Date:** 07/02/2025

**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: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

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

**Title:** Henry the 8th

**Description:** Slaidburn have been looking at Tudors along with Henry the 8th and his six wife's

**Date:** 04/02/2026

**Staff Name:** E Cowling

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, 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

**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:** Online Safety

**Group:** All

**Title:** Student online safety group podcast 1

**Description:** The student online safety group met, planned and created a podcast discussing the government's proposed ban on social media for under 16s.

The rest of the school and college watched the podcast and voted during ICT lessons.

45% said Yes

55% said No



**Attachments:** Should\_we\_ban\_social\_media\_for\_2026-03-06\_05\_32\_14.xlsx

**Date:** 06/03/2026

**Staff Name:** S Bhatti

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system, CULTURAL:Understanding different cultures essential for life in modern Britain, MORAL:Investigating moral and ethical issues and appreciating others' viewpoints, 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:** School Council voting

**Description:** Students in year 7 took it in turns to come to the ballot box and vote for their chosen class representative for school council.



**Date:** 30/09/2025

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Knowledge of Britain's democratic parliamentary system

**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:** All

**Title:** Roman poster

**Description:** Slaidburn have chosen some pictures to make a roman poster.

**Date:** 18/03/2026

**Staff Name:** E Cowling

**Selected Criteria:** 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:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Respecting different people's faiths, feelings and values, SPIRITUAL:Using imagination and creativity in learning

**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:** PSHE & Citizenship

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

**Title:** Citizenship

**Description:** Students discussed how they can help people in the community, they came up with ideas of litter picking, giving money to charity, being kind etc

**Date:** 05/03/2025

**Staff Name:** J Thompson

**Selected Criteria:** CULTURAL:Recognising the things people and communities share in common, MORAL:Understanding the consequences of their behaviour and actions

**Subject:** English/Humanities

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

**Title:** Farmer John Assembly

**Description:** Ribble took part in an assembly about life on a farm. They listened to farmer John and asked questions about his work on the farm.

**Date:** 22/01/2026

**Staff Name:** C Seddon

**Selected Criteria:** 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

**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:** Online Safety

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

**Title:** Safer Internet Day Assembly

**Description:** The student online safety group prepared and delivered an assembly around the theme of - Exploring the safe and responsible use of AI - delivered to the school - parents and governors were invited.



**Attachments:** ppt\_scrsht.jpg, safer int day asshy Report.docx

**Date:** 10/02/2026

**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

**Subject:** Online Safety

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

**Title:** Safer Internet Week

**Description:** PCHS & C extended Safer Internet Day activities to include lessons around this year's theme - Exploring the safe and responsible use of AI

**Attachments:** safer internet day lp LA.docx

**Date:** 09/02/2026

**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

**Subject:** PSHE & Citizenship

**Group:** KS4

**Title:** Substances

**Description:** Slaidburn have been looking at and identifying different substances, Alcohol, kitchen products and how dangerous these can be

**Date:** 02/02/2026

**Staff Name:** E Cowling

**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

**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:** Online Safety

**Group:** KS5 - College

**Title:** internet thtreats

**Description:** OSWP targets:

5.2 Identify common threats to information security

5.3 Keep information secure

5.5 Identify common threats to

user safety

Involve discussions - research, etc.

**Date:** 25/09/2025

**Staff Name:** S Bhatti

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions

**Subject:** Post 16 Curriculum

**Group:** KS5 - College

**Title:** connect and respect

**Description:** College had a visitor in from Connect and Respect to talk through with the students different types of relationships. The students were able to give their opinions in a safe environment and were taught what is a healthy or unhealthy relationship.

**Date:** 20/01/2026

**Staff Name:** F Calvert

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

**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:** All

**Title:** Smoking

**Description:** slaidburn learning about the affects that smoking has on your body.

**Date:** 09/02/2026

**Staff Name:** E Cowling

**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, SOCIAL:Using a range of social skills in different contexts

**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

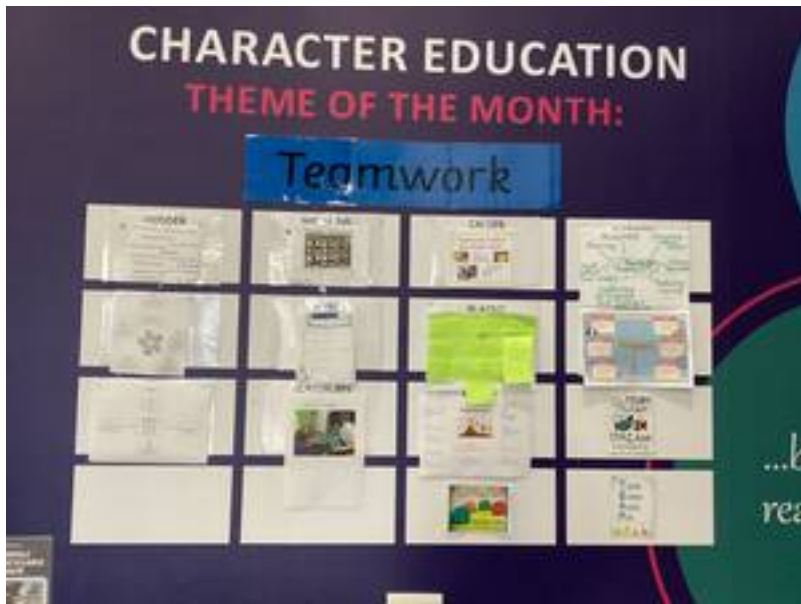
**Selected Criteria:** MORAL:Recognising right and wrong, and understanding legal boundaries, MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Volunteering, cooperating with others and resolving conflicts, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** All

**Title:** Theme of the month

**Description:** All students in KS3 and KS4 focussed on the theme of 'Teamwork' this month.



**Date:** 27/02/2026

**Staff Name:** J Thompson

**Selected Criteria:** 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

**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

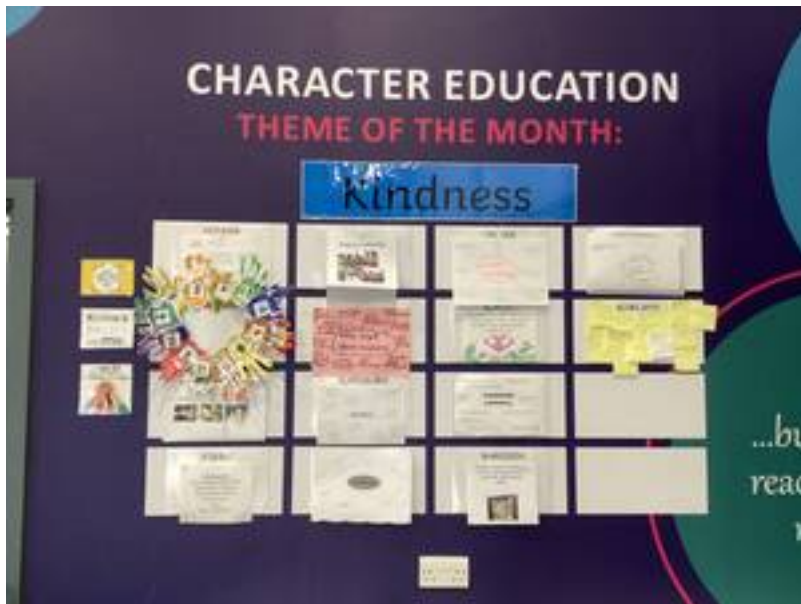
**Selected Criteria:** MORAL:Understanding the consequences of their behaviour and actions, SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Reflecting on experiences

**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

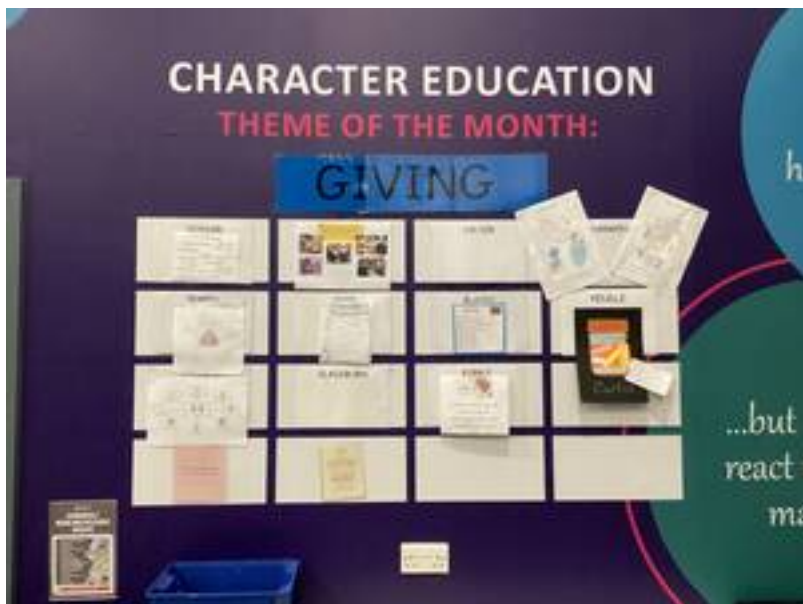
**Selected Criteria:** MORAL:Understanding the consequences of their behaviour and actions

**Subject:** Enriched Curriculum

**Group:** All

**Title:** Theme of the month

**Description:** Students in school took part in an assembly at the start of the month which introduced our new theme of the month, each class then set themselves a challenge of showing how they could carry out the theme of giving throughout the month of December.



**Date:** 19/12/2025

**Staff Name:** J Thompson

**Selected Criteria:** SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Enriched Curriculum

**Group:** 07 - Year 07

**Title:** World Kindness Day

**Description:** As part of one of our drop down days with a focus on kindness students in year 7 created cards to send to local care homes.

**Attachments:** IMG\_0020.HEIC

**Date:** 23/10/2025

**Staff Name:** J Thompson

**Selected Criteria:** SOCIAL:Engaging with British values and contributing to life in modern Britain, SPIRITUAL:Using imagination and creativity in learning

**Subject:** Post 16 Curriculum

**Group:** KS5 - College

**Title:** social skills

**Description:** interacting with there peers and interacting as part of a group and giving points of view in a topic of their choice and playing social games.

**Date:** 13/01/2026

**Staff Name:** J Widdup

**Selected Criteria:** SOCIAL:Engaging with British values and contributing to life in modern Britain, SOCIAL:Using a range of social skills in

different contexts

**Subject:** PSHE & Citizenship

**Group:** All

**Title:** Gun Powder Plot

**Description:** Ribble has been learning about Guy Fawkes and political history.

**Date:** 26/11/2025

**Staff Name:** C Seddon

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

**Subject:** PSHE & Citizenship

**Group:** All

**Title:** Comic relief

**Description:** Non-uniform day, Learning how others live with disabilities and what support is around to help them. Learning how to raise money for Charities

**Date:** 26/03/2025

**Staff Name:** E Cowling

**Selected Criteria:** 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

**Subject:** PSHE & Citizenship

**Group:** All

**Title:** Cards for locals

**Description:** Were making Easter Cards for the local care homes

**Date:** 19/03/2025

**Staff Name:** E Cowling

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

**Subject:** Themed Curriculum

**Group:** All

**Title:** Litter picking skills

**Description:** Practising litter picking skills to keep the school grounds clean and tidy

**Date:** 25/11/2025

**Staff Name:** S Flanagan

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

**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:** Work feedback

**Description:** Irwell shared their work with their peers. We discussed and gave ideas about our pieces of work.

**Date:** 13/03/2026

**Staff Name:** S Flanagan

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

**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:** All

**Title:** Pantomime

**Description:** All students in KS3, KS4 and KS5 went to watch the pantomime of Aladdin.

**Date:** 15/01/2026

**Staff Name:** J Thompson

**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SPIRITUAL:Experiencing enjoyment and fascination 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:** Post 16 Curriculum

**Group:** KS5 - College

**Title:** Social interaction

**Description:** Marsden played games with different peers, sharing and taking turns.

**Date:** 08/01/2026

**Staff Name:** L Rimmer

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

**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

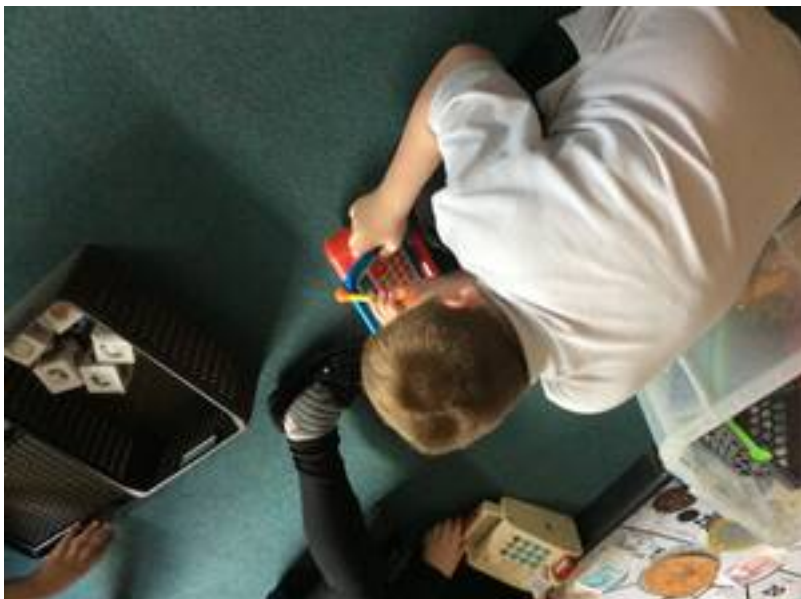
**Selected Criteria:** SOCIAL:Using a range of social skills in different contexts, SOCIAL:Volunteering, cooperating with others and resolving conflicts

**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:** 07 - Year 07

**Title:** Irwell Flying to Spain

**Description:** Irwell pupils acted out catching a flight to Madrid. They had to write a passport, check in at the airport, get frisked and have their suitcase checked, then get on the flight and go to Spain and back.

**Date:** 25/11/2025

**Staff Name:** S Flanagan

**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:** 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:** Themed Curriculum

**Group:** KS3

**Title:** Eureka! Exploring Our Senses

**Description:** To complete our topic 'Exploring Our Senses' students from all themed classes visited Children's museum in Halifax.  
Eureka!

The National Children's Museum is an interactive educational museum for children in Halifax, West Yorkshire, England, with a focus on learning through play.



**Date:** 04/02/2025

**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:** Enriched Curriculum

**Group:** 07 - Year 07

**Title:** World Kindness Day

**Description:** As part of our drop down days with a focus on kindness students in year 7 took part in a collaborative piece of art.

**Date:** 23/10/2025

**Staff Name:** J Thompson

**Selected Criteria:** SOCIAL:Volunteering, cooperating with others and resolving conflicts, SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**Subject:** English/Humanities

**Group:** 07 - Year 07

**Title:** Understanding waterfalls

**Description:** We experienced how waterfalls are created by building lego mountains and covering them in sand. We then poured water onto the top of each mountain and saw how it eroded the earth away to reveal stone and then waterfalls formed.



**Date:** 22/01/2026

**Staff Name:** S Flanagan

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

**Subject:** English/Humanities

**Group:** 07 - Year 07

**Title:** How clouds form

**Description:** We learnt about the water cycle in order to understand where rivers come from. I demonstrated how clouds hold rain using shaving foam and pupils were thoroughly engrossed.

**Date:** 25/11/2025

**Staff Name:** S Flanagan

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

**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

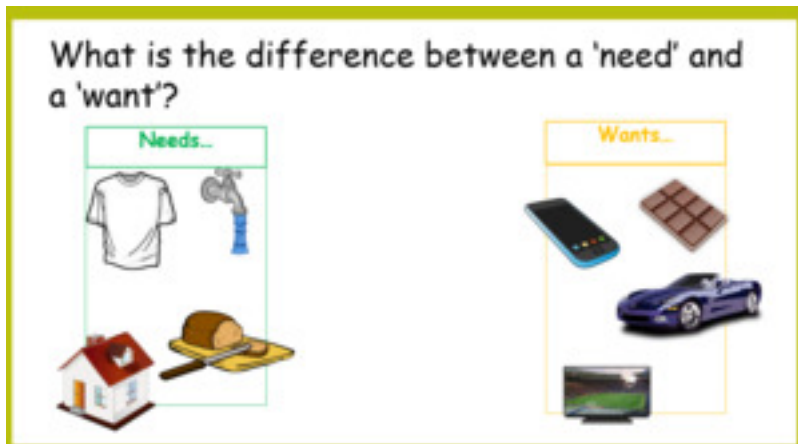
**Selected Criteria:** SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning

**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:** Maths/ Science/ ICT

**Group:** 07 - Year 07

**Title:** Irwell 3D shapes

**Description:** Irwell learnt about 3D shapes by learning through play and making 3D shapes out of play dough.

**Date:** 25/11/2025

**Staff Name:** S Flanagan

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

**Subject:** Music/ Drama/ DT

**Group:** 07 - Year 07

**Title:** Creative group work

**Description:** Irwell pupils got to know each other in drama lessons where they had fun dressing up.

**Date:** 25/11/2025

**Staff Name:** S Flanagan

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

**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
- Enabling Pupils with Autism : Social Communication
- 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
6. Functions and uses of money

## 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)

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each young person
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
8. Personal guidance

## PCHS Curriculum Drivers

- Being Safe in all Contexts
- Communication including Social Interaction
- Health & Wellbeing Positive Physical and Mental
- Independence & Functional Life Skills

## 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
- 2.4 Consent
- 2.6 Bullying, Abuse and Discrimination
- 2.7 Social Influences
- 3.1 Learning Skills
- 3.2 Choices and Pathways
- 3.4 Employment Rights and Responsibilities
- 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: 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: 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
- 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 Wellbeing : Part 2 - Health and Behaviour
- Understanding Autism : Sensory Experiences
- 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
5. Encounters with employers and employees
8. Personal guidance

### **PCHS Curriculum Drivers**

- Communication including Social Interaction
- Health & Wellbeing Positive Physical and Mental

### **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

## **09 - Year 09:**

### **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

## **10 - Year 10:**

### **PCHS&C Values**

2. Embrace Diversity

## **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
- 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

## **Citizenship - KS4**

1. Parliamentary democracy and the constitution of the UK
2. Electoral systems in and beyond the UK

## **Gatsby (Careers)**

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

## **PCHS Curriculum Drivers**

Communication including Social Interaction  
Health & Wellbeing Positive Physical and Mental

## **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
- 1.4 Drugs, Alcohol and Tobacco
- 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: 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  
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 young person
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 3 : Transition
- 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
5. Public institutions, voluntary groups & communities
6. Functions and uses of money

### **Gatsby (Careers)**

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
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
- 1.4 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
- 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
- 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 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 : 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 : 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

6. Functions and uses of money

### **Citizenship - KS4**

5. Human rights and international law

### **Gatsby (Careers)**

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

### **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
- 3.3 Work and Career
- 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: 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

## **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**

- 1.1 Self-Concept
- 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
- 2.4 Consent
- 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: 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: 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

## **KS5 - College:**

### **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 3 : Transition

Enabling Pupils with Autism : Emotional Wellbeing Part 4 : Health and Safety

Enabling Pupils with Autism : Self-Reliance and Problem Solving

Enabling Pupils with Autism : Social Communication

Understanding Autism : Emotional Well being Part 1 - Happiness

Understanding Autism : Social Interaction

### **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 young person

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 Curriculum Drivers**

Being Safe in all Contexts

Communication including Social Interaction

Health & Wellbeing Positive Physical and Mental

Independence & Functional Life Skills

### **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
- 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: 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
- 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
- SPIRITUAL: Experiencing enjoyment and fascination in learning

## **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 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**

- Individual liberty
- Mutual respect and tolerance

### **Citizenship - KS3**

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

## **Citizenship - KS4**

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

## **PCHS Curriculum Drivers**

Being Safe in all Contexts  
Communication including Social Interaction  
Health & Wellbeing Positive Physical and Mental  
Independence & Functional Life Skills

## **PCHS&C Values**

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

## **Physical Health & Mental Wellbeing**

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

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

## **PSHE KS4**

- 1.1 Self-Concept
- 1.2 Mental Health and Emotional Wellbeing
- 1.3 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
- 3.6 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

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

SPIRITUAL:Using imagination and creativity in learning