



# Serenity School

**A Holistic Approach to Education  
and Childhood Development**

**Curriculum Framework  
Key Stage 4**

**“Excellence, from Enrolment to Graduation”**

## Explanation of How the Curriculum Works

### Rationale and Aims:

At Serenity School, We **Care, Value and Challenge** every child to achieve their true potential. In doing so, we improve life chances of our young people through an unwavering commitment to **Inclusion, Independence and Self Worth** for all learners. We can confidently say this because our curriculum is designed to deliver a holistic approach to education and childhood development.

Therefore, our Curriculum aims to develop the following **5 Core Principles of positive behaviour and action** in everyone.

- **We look after Ourselves:** This part of our curriculum focuses on equipping pupils with the skills they need to become healthy and independent individuals able to care for themselves. Pupils continue to focus on ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They continue to learn different ways in which they can contribute to a healthy lifestyle and are encouraged to demonstrate activities which will improve their own lifestyle. They also begin to understand food and its functions in the body and learn how to prepare and cook healthy meals using basic skills. Attendance in PE is promoted through rewards to encourage an active lifestyle, improve self-esteem and social skills and increase competency in gross motor skills. Pupils also participate in Life Coaching to help them better manage their emotions and behaviour and consequently become more authentic and independent.
- **We look after each Other:** Students achieve more when they learn to care for each other. Hence this part of our curriculum aims to help pupils understand how to safely provide support to others, including knowing what they can and cannot do to support others and why. They also develop skills and behaviours needed to lead others and work as part of a team. They will participate in organising a coffee morning at the local hospice and in the planning and running of an enterprise activity within the school.
- **We look after our Learning:** We have very high expectations of our pupils and strongly believe that they should gain the relevant currency which they will need to participate fully in today's rapidly changing society. As such, pupils are expected to achieve a minimum of 5 nationally accredited qualifications (including English and Maths) at Level 1 or Level 2 or a minimum of 5 GCSEs (including English, Maths & Humanities) at the end of Year 11. They are also incentivised to develop a love of reading as well as positive behaviours for learning.
- **We look after our School, Community and World:** This part of our curriculum encourages pupils to care for our school community. They also begin to develop an awareness of their local community and gain the skills and confidence to use various local services and facilities. They will learn about the changing nature of society in the UK by examining the impact of migration and the benefits of cultural diversity. They will also develop an awareness of how to take responsibility for their environment by identifying environmental issues and how they can go about helping the environment.
- **We look after our Futures: Pupils will be** introduced to the basic elements of managing their personal finances, encouraging them to prepare a personal budget and to carry out transactions capably. They will also develop problem solving skills to help them to tackle problems in their daily lives. Through our unique Careers Matrix, pupils will be gradually exposed to careers information to help them develop career awareness and assist them in making informed choices about their future. They understand why certain mindset qualities are attractive to employers and participate in work experience to enable them to see for themselves, what working in different careers could be like. We expect that they apply and gain a post 16 education or apprenticeship place of their choice before they leave us.

## Key Stage 4 Vocational Baccalaureate

### We look after Ourselves

- Healthy Living (PSD)
- Attendance at PE - (70% Bronze, 80% Silver, 90% Gold)
- Cookery Skills (F&C)
- Developing Self (Emp)
- Star Life Coaching (60% Bronze, 70% Silver, 80% Gold)

**% of standards met:**

Bronze = 60%

Silver = 70%

Gold = 80+%

### We look after each other

- Supporting Others (PSD) – Visit to care Home
- Developing leadership skills (Sports Leaders/CMI L2)
- Working as part of a group (PSD/Sports Leaders)
- Planning and running an enterprise activity (PSD/CMI L2)

### We look after our learning

	Literacy/Numeracy	Options for More Able at GCSE	Vocational	Life Skills	B4L	Reading for Pleasure
Bronze	<i>Gained expected level of progress across both at EL or L1</i>	<i>On track for 1 or more in Science, Hums, Eng Lit</i>	<i>Pass in 1 Voc area L1</i>	<i>Pass 1 course at Entry L1 #(IL or Emp)</i>	<i>100+ points</i>	<i>Complete reading log to appropriate level.</i>
Silver	<i>Gained expected level of progress across both at L1 or L2</i>	<i>Grade 2/3 or better</i>	<i>Pass in 2 Voc areas at L1/L2</i>	<i>Pass in 2 areas at L1 #(IL or Emp) +1</i>	<i>250+ points</i>	<i>As students move through bronze - gold, they achieve reading related tasks, and these increase in level of challenge.</i>
Gold	<i>GCSE Maths and English at Grade 4+ or L2 in at least 1 subject</i>	<i>Grade 4/5 or better</i>	<i>Distinction in 1 Voc area at L1/2 Pass in 2 Voc areas at L2 Award or L1Cert</i>	<i>Pass 3 of 4 areas; Employability LiFE, ICT Sports Leaders PSHE (PSD) Independent Living</i>	<i>400+points</i>	

### We look after our School, community and world

- Myself within the community (IL/Work Experience)
- Environmental Awareness (PSD/Science)
- Rights and responsibilities/The changing nature of society in the UK/Understanding personal identity (PSD)

### We look after our futures

- Complete Careers Programme – IAG Interviews, CV, 3 visits to Post 16 providers & 3 Applications sent
- Careers matrix (60% Bronze, 75% Silver, 90% Gold)
- Managing money (LiFE)
- Dealing with problems in everyday life (PSD/Life Coaching Targets)
- Attendance (87% Bronze, 90% Silver, 92% Gold)

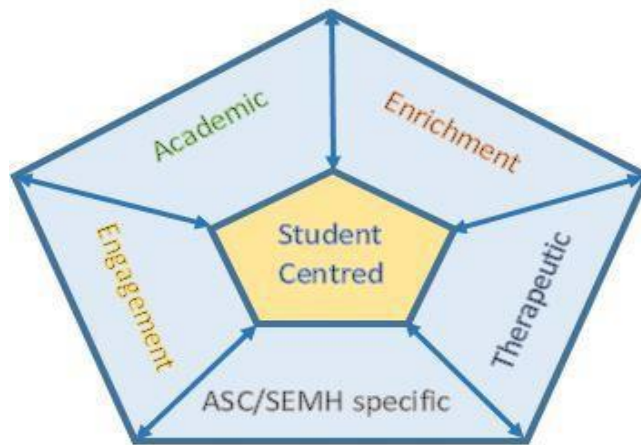
## An Organic Curriculum

Each of the five component sections of the curriculum is designed organically to develop each pupil at an individual level to ensure each one has a curriculum offer that is bespoke to them and challenges them from their own individual starting point. In doing so, pupils have every opportunity to make **progress at Bronze – Silver - Gold Standards** in their overall Key Stage Curriculum. Each pupils timetable and progression pathway are set by SLT after they complete a series of assessments. Once the data is available an **Academic Flightpath** is put in place and shared with parents and staff. Pupils, parents and staff are therefore held to account to ensure standards of progress is achieved along the way and measured termly. We call this process; **Stepping Stones to Milestones**.

Key Performance Indicators are strategically tracked for each pupil, and therefore, with the correct level of support in place in classrooms and in 1-1 sessions including a solid grounding in literacy and numeracy across the curriculum with the Accelerated Reader Programme we guarantee a minimum of five accredited outcomes in years 9 & 11.

Academic progress is tracked alongside SEND targets and when combined, contribute to the overall achievement of our **Socio-Education Model** for each pupil.

## Socio-Education Model



Socio- Education Model	Performance Outcomes
<b>Academic</b>	<ul style="list-style-type: none"> <li>• SS Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs including Maths and English</li> <li>• 80% of pupils making substantial and sustained progress in year</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>• 100% of pupils making expected progress of EHCP targets</li> </ul>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>• 90+% Attendance guaranteed</li> <li>• 0% NEET</li> <li>• 90% positive Destinations Report – 1 year later</li> <li>• 100% of pupils complete a minimum of 1 Character Education Programme</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• 100% pupils completing bespoke curriculum offer</li> <li>• 100% of pupils completing a Leadership Qualification for improved self confidence</li> <li>• 100% of pupils accessing SMSC curriculum</li> </ul>
<b>Therapeutic – SEMH</b>	<ul style="list-style-type: none"> <li>• 100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit</li> </ul>

# Key Stage 4 Vocational Baccalaureate Curriculum – Rewards & Incentives

## About the VB Award:

This is an Award that challenges pupils to develop themselves into a complete all-round person, equipped with the skills to do well, in school and life.

It develops a growth mindset and will ensure that they achieve an awareness of our 5 Core Principles of Positivity in their life on a regular basis and apply them to themselves and others.

In addition, it challenges them to get 5 or more GCSE or equivalent qualifications by the end of Year 11 and motivates them to work on their own life coaching, so they leave with confidence and independence.

Pupils gaining Bronze to Gold Awards will automatically be assured a place at our 6<sup>th</sup> Form, have a greater chance to receive a college offer of their choice or secure an Apprenticeship.

## How it Works:

We want ALL pupils to achieve their full potential and in doing so we will help you by offering rewards and incentives along the way to ensure you stay motivated and on track.

Each fortnight there will be a rewards assembly and those pupils on track to achieve the VB Award as well as pupils who are showing strong commitment and resilience to our 5 Core Principles of Positivity will be recognised and awarded spot prizes as a celebration of efforts made.

## Types of Rewards and prizes:

There will be 2 assemblies a month as well as End of Term and End of Year celebrations

Type of Award	Prizes and Incentives
<b>1<sup>st</sup> Instant Recognition Awards</b>  # Set your timeline, focus on your goal and get paid for it!	Every time you complete a unit of work from the Vocational and Life Skills Courses and your teacher confirms this you receive; £25.00 Each time you pass a complete course at the set level you receive; £50.00. This includes Math and English qualifications
2 <sup>nd</sup> – Assembly (a) of the Month is the <b>“Commitment and Resilience Awards”</b> You have to be attending school regularly and participating to your potential to win!!	£10.00 Vouchers allocated to a range of progress measures such as <ul style="list-style-type: none"> <li>❖ Attendance</li> <li>❖ most improved</li> <li>❖ best work in subject</li> <li>❖ unit completed</li> <li>❖ strong resilience</li> <li>❖ going above and beyond et al</li> </ul>
3 <sup>rd</sup> Assembly (b) of the Month is the <b>VB Awards Day “Who’s developing a Growth Mindset</b> and making overall progress  <u>#The Prize Generator will automatically select your prize</u>	<ul style="list-style-type: none"> <li>❖ Mystery Gift Bag (Something fun or financial in it)</li> <li>❖ Listen to Music While You Work (With headphones or they can bring in their own music and earbuds)</li> <li>❖ Gain 50 reward points</li> <li>❖ Receive a personalised item from the school to celebrate your success (up to the value of £50.00)</li> <li>❖ Positive Phone Call or post card Home</li> <li>❖ Ask the Teacher for an Answer on a Test</li> <li>❖ VIP for the Day</li> <li>❖ Get Out of Class 5 Minutes Early for a day</li> <li>❖ Remove consequence points from your total for the term - 50 points</li> <li>❖ Leave Me Alone Pass (don't get called on or have to participate all day)</li> <li>❖ Free Pass from 1 subject for a day</li> <li>❖ Teacher Brings a Special Snack for You or orders a special lunch meal of your choice with one friend.</li> </ul>
The 4 <sup>th</sup> is the <b>Headteachers End of Term Assembly with some special recognitions</b>	Bespoke Prizes throughout the year ahead as agreed by the Headteacher when achieving a combination of qualification units or courses completed on time; <ul style="list-style-type: none"> <li>❖ Tickets to Premiere Football match</li> <li>❖ London West End Show</li> <li>❖ Day at the racetrack – carting</li> <li>❖ Day with a DJ at the Studio or other special work experience</li> <li>❖ Anything else agreed with SLT bespoke to you</li> <li>❖ Head teacher Award – Citizenship Award</li> <li>❖ End of Term Trip if the group is on track</li> </ul>

There will also weekly awards published on the Headteachers Awards Notice Board for weekly best and most improved pupils.

## English

### Year 10

Discursive Writing: Articles, letters and Speeches

Reading Skills for IGCSE

Writing Composition: Descriptive and narrative writing

Speaking and listening: presentations and group talk

### Year 11

Discursive Writing: Articles, letters and Speeches

Reading Skills for IGCSE

Writing Composition: Descriptive and narrative writing

Speaking and listening: presentations and group talk

### Year 10

Calculating

Visualising and constructing

Algebraic proficiency: tinkering

Proportional reasoning

Patterns and sequences

Solving equations and inequalities I

Calculating space

Conjecturing

Algebraic proficiency: visualising

Solving equations and inequalities II

Understanding risk

Presentation of data

### Year 11

Investigating properties of shapes

Calculating, Visualising and constructing

Solving equations and inequalities I

Mathematical Movement I

Algebraic proficiency: tinkering

Proportional reasoning

Patterns and sequences

Calculating space

Exploring fractions, decimals and percentages

Algebraic proficiency: visualising

Solving equations and inequalities II

Analysing Statistics

Mathematical Movement 11

### **Physical Education**

Football, basketball, athletics, circuit training, gym & boxing  
Developing leadership skills

### **Science**

Energy, waves and radiation, the study of living systems, electronics in action, healthy living, forensic detection, carrying out a science or technology project

### **PSHE**

Preparation for work,  
Understanding Personal Identity  
Investigating a vocational area  
Preparing for your next steps

### **Art & Craft**

Use Materials, Tools and Equipment to Develop Craft Techniques, Investigate Creative Enterprise and Employment Opportunities, Develop Craft Ideas  
Create, Present and Evaluate Final Craft Item

### **Food Technology**

Preparing to Cook, Understanding food, Exploring balanced diets,  
Plan and produce dishes in response to a brief

### **Motor Mechanic**

Engine systems 1  
Chassis systems 1  
Vehicle systems practical 1

### **Employability Skills**

Understanding mindset  
Work awareness  
Understanding money at work

### **IT**

Functional Skills in Information and Communication Technology

### **Humanities (History & Geography)**

Humanities is embedded throughout all subjects at Key Stage 3 with links made both in classroom learning and during enrichment and outdoor activities and trips.

## ***Interventions***

### **Life coaching**

1. Education and Health (Self-awareness SEN specific, Focus and Attention, Staying Healthy).
2. Social and Communication (Taking responsibility for actions, Maintaining Relationships, Communicating and

### **Literacy Skills**

Handwriting, reading decoding, spelling, reading comprehension, phonics, writing composition, reading fluency

### **Therapeutic**

Pro social behavior, strengths and difficulties, Relationships.

### **Numeracy Skills**

Adding, subtracting, dividing, multiplying, times tables, problem solving, number bonds, counting, sequences



Year Group	Subject	Independent Schools Guidance Areas							
		Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 10 & 11	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓			✓	✓		✓
	Science	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓		✓	✓		✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
	Employability Skills	✓	✓			✓	✓	✓	✓

## Accreditation Map

Qualification Name	Level	Credit Value	TQT/GLH	Unit Details
NCFE Functional Skills Maths 600/0793/x	EL1	0	45	Not unitised
NCFE Functional Skills Maths 600/1218/3	EL2	0	45	Not unitised
NCFE Functional Skills Maths 603/5061/1	EL3	0	55	Not unitised
NCFE Functional Skills Maths 603/5055/6	L1	0	55	Not unitised
NCFE Functional Skills English 603/5059/3	EL1	0	61/55	Not unitised
NCFE Functional Skills English 603/5056/8	EL2	0	61/55	Not unitised
NCFE Functional Skills English 603/5052/0	EL3	0	61/55	Not unitised
NCFE Functional Skills English 501/1660/5	L1	0	61/55	Not unitised
NCFE Functional Skills English 600/0140/9	L2	0	54/45	Not unitised
CCambridge IGCSE™ (9–1) First Language English 0990	9-1	0	130	Paper 1: Reading Paper 2: Directed Writing and Composition Paper 3: Coursework Component
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs)
NCFE Level 2 Award in Creative Craft 601/3232/2	L2			L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 1 Award in Creative Craft (Art and Design) 601/3360/0	L1	9	90/80	D/506/2654 - Explore craft resources (3 credit/30hrs) Mandatory H/506/2655 - Explore craft ideas (4 credits/30 hrs)
				L/506/2648 - Create, present and review final craft item (2 credits/20hrs)
NCFE Level 2 Award in Creative Craft 601/3232/2	L2	15	150/110	Use Materials, Tools and Equipment to Develop Craft Techniques (M/506/2674) Investigate Creative Enterprise and Employment Opportunities (K/506/2673) Develop Craft Ideas (H/506/2672) Create, Present and Evaluate Final Craft Item (T/506/2675)
NCFE Entry Level 3 Award in Employability Skills (601/4678/3)	E3	6	60/36	Unit 01 Understanding mindset (F/506/7216) - 12hrs Mandatory Unit 06 Work awareness (Y/506/7254) - 20 hours Unit 21 Understanding money at work (A/502/4316) - 20 hours

BTEC Level 1 Award in Home Cooking Skills (500/8084/2)	L1	4	40/40	Unit 1: Home Cooking Skills - To be able to use cooking skills to make home-cooked food that does not use pre-prepared, ready-cooked food To understand the value of passing on information about home cooking
BTEC Level 2 Award in Home Cooking Skills (500/8020/9)	L2	6	60/60	
Sports Leaders SL1 601/8579/X	L1	3	31/23	Unit 1 – Developing leadership skills – 11hrs Unit 2 – Plan, assist in leading and review a sport/physical activity session 20hrs
NCFE Level 1 Award in Personal and Social Development (501/0672/7)	L1	7+	70/70	Unit 04 Environmental awareness (Y/502/0659) – 20hrs Unit 05 Healthy living (F/502/0476) – 20hrs Unit 6 Individual Rights and Responsibilities (K/502/0472) Unit 16 The Changing Nature of Society in the UK (K/600/3164) – 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Level 1 Certificate in Personal and Social Development (501/0591/7)	L1	15	150/150	Unit 11 Preparation for work (J/502/0477) – 20 hrs Unit 18 Understanding Personal Identity (M/600/3134) – 10hrs Unit 19 Investigating a vocational area (T/600/3250) – 20HRS Unit 20 Preparing for your next steps (L/601/0110) – 40HRS
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1	5	52/45	Information and Communication Technology
City and Guilds Level 1 IVQ Certificate in Motor Vehicle Systems (500/5966/X)	L1	45	495/450	Engine systems 1 Chassis systems 1 Vehicle systems practical 1