



Serenity School

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

**Curriculum Framework
Key Stage 3**

“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 are introduced to ways in which they can reflect on their own personal development and how their personal skills, abilities and behaviours can be improved. They 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 Entry Level or Level 1, at the end of Year 9. 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.

Key Stage 3 Set Sail Curriculum

We look after Ourselves

- Healthy Living (PSD)
- Attendance at PE - (70% Bronze, 80% Silver, 90% Gold)
- Cookery Skills (F&C)
- Developing Self (IL)
- 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) – Coffee morning for local Hospice
- Developing leadership skills (SL)
- Working as part of a group (PSD)
- Planning and running an enterprise activity (PSD)

We look after our learning

	Literacy/Numeracy	Science & Hums	Vocational	Life Skills	B4L	Reading for Pleasure
Bronze	<i>Teacher evidenced progress across both</i>	<i>Teacher evidenced progress across both</i>	<i>Pass in 1 Voc area</i>	<i>Pass 1 course at Entry Level</i>	<i>100+ points</i>	<i>Complete reading log to appropriate level.</i>
Silver	<i>Gained expected level of progress across both & E Level Q</i>	<i>Teacher evidenced progress across both</i>	<i>Pass in 2 Voc areas</i>	<i>Pass in 2 areas</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>E3 or above in Maths and English</i>	<i>Teacher evidenced progress across both</i>	<i>Merit/Distinction in 1 Voc area Pass in 1 Voc area</i>	<i>Pass 3 of 4 areas; LiFE IT Sports Leaders PSHE (PSD) Independent Living</i>	<i>400+points</i>	

We look after our School, community and world

- Myself within the community (IL)
- Environmental Awareness (PSD and Science)
- Rights and responsibilities/The changing nature of society in the UK/Understanding personal identity (PSD)
- Design/create craft items for school display (Art and Craft)

We look after our futures

- Managing money (IL)
- Dealing with problems in everyday life (IL)
- Attendance (87% Bronze, 90% Silver, 92% Gold)
- Careers matrix (60% Bronze, 75% Silver, 90% Gold)

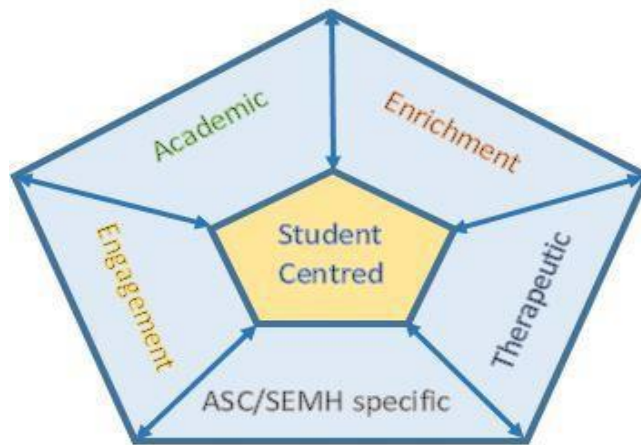
An Organic Curriculum

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

Key Stage 3 Set Sail Curriculum – Rewards & Incentives

About the Set Sail 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 yourself and others. In addition, it challenges pupils to achieve 5 or more qualifications by the end of Year 9 and motivates them to work on their own life coaching

How it Works:

We want ALL pupils to achieve their full potential and we will help them by offering rewards and incentives along the way to ensure they stay motivated and on track. Each fortnight they will attend a rewards assembly and those pupils on track to achieve the Set Sail 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 their efforts.

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
1 st Assembly of the Month is the "Commitment and Resilience Awards" You have to be attending school regularly and participating to your potential to win!!	Weekly £5.00 Vouchers allocated to a range of progress measures such as most improved, best work in subject, unit completed, strong resilience, going above and beyond et al
2 nd Assembly of the Month is the Set Sail Awards day "Who's developing a Growth Mindset and making overall progress <u>#The Prize Generator will automatically select your prize</u>	<ul style="list-style-type: none"> ❖ Mystery Gift Bag (Something fun or financial in it) ❖ Sit in a Comfy Chair/Sit at the Teacher's Desk ❖ Listen to Music While You Work (With headphones or they can bring in their own music and earbuds) ❖ gain 50 reward points ❖ Positive Phone Call or post card Home ❖ Extra Computer Time ❖ Ask the Teacher for an Answer on a Test ❖ VIP for the Day ❖ Get Out of Class 5 Minutes Early for a day ❖ Remove consequence points from your total for the term - 50 points ❖ Switch Roles with the Teacher for 5 Min. (Teacher is a student and student is the teacher) ❖ Leave Me Alone Pass (don't get called on or have to participate all day) ❖ Receive a personalised item from the school to celebrate your success ❖ Free Pass from 1 subject for a day ❖ Teacher Brings a Special Snack for You or order a special lunch meal of your choice
The 3 rd is the Headteachers End of Term Assembly with some special recognitions	<ul style="list-style-type: none"> ❖ Bespoke Prize as agreed by the Headteacher when achieving total positive points ❖ Unit Awards per subject ❖ Best in Subject ❖ Most improved per subject and overall per group ❖ Headteacher Award – Citizenship Award ❖ End of Term Trip
The 4 th is the End of Year Awards assembly	<ul style="list-style-type: none"> ❖ Special Celebration for pupils achieving Bronze, Silver and Gold Awards ❖ 3 Special Awards Trips <ol style="list-style-type: none"> 1. Premiere Football Game 2. Day at the Racetrack – Go Carting 3. Go Ape

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

English

Year 7

Reading and writing non-fiction texts

Charity leaflets/posters

Reading and writing fictional texts

Novel: Skellig by David Almond

Features of imaginative writing and writing creatively

Poetry: various poems

The English Literary Canon

Drama

Comparing texts

Extracts from William Shakespeare's

Romeo and Juliet and compare with the poem

'Hour' by Carol Ann Duffy

Reading and producing media texts

Film Reviews

Speaking and listening skills

Year 8

Reading and writing non-fiction texts

Descriptive writing/holiday adverts

Year 9

Reading and writing non-fiction texts

Discursive Writing: Articles

Reading Fictional Texts

Imaginative Writing: Short Stories

Creative Writing

Descriptive/Imaginative Writing: Using a picture for inspiration

Maths

Year 7

Numbers and the number system

Counting and comparing

Checking, approximating and estimating

Calculating: multiplication and division

Investigating properties of shapes

Visualising and constructing

Exploring time

Exploring fractions, decimals and percentages

Patterns and sequences

Measuring Space

Investigating angles

Calculating fractions, decimals and percentages

Calculating space

Mathematical Movement

Presentation of data

Year 8

Numbers and the number system

Calculating

Checking, approximating and estimating

Year 9

Calculating

Visualising and constructing

Understanding risk,

Algebraic proficiency: tinkering

Exploring fractions, decimals and percentages

Proportional reasoning

Patterns and sequences

Investigating angles

Calculating fractions, decimals and percentages

Solving equations and inequalities

Solving equations

Algebraic proficiency: visualising

Understanding risk II

Presentation of data

Physical Education

Football, basketball, athletics, circuit training, gym & boxing

Developing leadership skills

Science

Year 7, 8 and 9: Energy, waves and radiation, the study of living systems, electronics in action, healthy living, forensic detection, carrying out a science or technology project

PSHE

Living in the wider world, relationships and health and wellbeing

Art & Craft

Explore craft resources
Explore craft ideas
Create, present and review final craft item

Food Technology

Year 7: Preparing to cook, Exploring balanced diets

Year 8: Preparing to Cook, Understanding food, Exploring balanced diets

Year 9 - Preparing to Cook, Understanding food, Exploring balanced diets, Plan and produce dishes in response to a brief (T/506/7553) – 30hrs

Forest School & Science

Year 7: Practical science and technologies

Year 8: Science through field experiments and use of technology

Year 9: Applied Science

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 7	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓		✓	✓	
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓		✓	✓	✓		✓
	IT	✓	✓	✓	✓			✓	✓
	Independent Living	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓	✓	✓		✓	✓

Year Group	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 8	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Art Technology	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓		✓	✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓			✓	✓		✓
	IT	✓	✓	✓		✓	✓	✓	✓
	Independent Living	✓	✓	✓		✓	✓	✓	✓
PSHE	✓	✓	✓		✓	✓		✓	

Year 9 Curriculum Overview									
Year Group	Subject	Linguistics	Mathematical	Scientific	Technological	Human and Social	Physical	Aesthetic and Creative	PSHE
Year 9	English	✓	✓			✓		✓	✓
	Maths	✓	✓	✓	✓				✓
	Food Technology	✓	✓	✓	✓	✓		✓	✓
	Craft, Design Technology	✓	✓	✓	✓	✓		✓	✓
	Motor Mechanics	✓	✓	✓	✓	✓	✓	✓	✓
	Humanities	✓	✓	✓	✓	✓	✓		✓
	IT	✓	✓	✓	✓		✓	✓	✓
	PE	✓	✓	✓		✓	✓		✓
	LiFE	✓	✓			✓	✓		✓
	Science with Forest School	✓	✓	✓	✓	✓	✓	✓	✓
	PSHE	✓	✓	✓		✓			✓
	Sports Leaders Award	✓	✓	✓		✓	✓		✓
	Independent Living	✓	✓	✓	✓	✓			✓

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
WJEC Independent Living	E3	8+ = Award 13+= Certificate 37+=Diploma	80	Myself within the community (H/503/2779)- 20hrs Developing Self (M/502/0456)- 20hrs Dealing with problems in everyday life (H/502/0454)-20hrs Managing Money (F/502/0462)- 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 1 Certificate in Food and Cookery Skills (603/3909/3)	L1	18	180/120	Unit 01 Preparing to cook (H/506/7550) – 30hrs Mandatory Unit 02 Understanding food (K/506/7551) – 30hrs Unit 03 Exploring balanced diets (M/506/7552)- 30hrs Unit 04 Plan and produce dishes in response to a brief (T/506/7553) – 30hrs
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 Individual Rights and Responsibilities (K/502/0472)- 10hrs Unit 16 The changing nature of society in the UK (K/600/3164) 10hrs Unit 17 Supporting others (H/501/6887) – 30 hrs
NCFE Functional Skills Qualification in Information and Communication Technology (ICT) at Level 1 600/0030/2	L1	5	52/45	Information and Communication Technology