

## **The Laurel Academy EPC Curriculum Intent Statement and Information**

### **Personal Development – Curriculum for EPC – *Ethics, Philosophy and Citizenship***

The Laurel Academy aims to provide an inclusive and diverse curriculum with opportunities for all students to learn and to achieve their potential. Students will engage in a broad and balanced curriculum that is flexible enough to enable students to make guided choices to enhance the prospect of success. We aim to prepare all students for the opportunities, responsibilities, and challenges of life in the 21st century. EPC covers core topics and content crucial to our students lives both inside and outside of the classroom. It equips them with the knowledge to make the right decision when faced with life's challenges and to help develop them into good citizens with a bright future. It helps our students to stay healthy and safe whilst preparing them to make the most of life and work.

Part of the RSHE, PSHE, Citizenship, RE and British Values lessons are embedded naturally and discretely into every subject area, and key areas of the curriculum are contextualised in the EPC Programme.

The EPC Programme is very much delivered as a 5 Year curriculum. Our programme of study allows for the specialist subject to enhance the teaching of their subject, by embedding the RE, RSHE, PSHE, SMSC, CEIAG, Citizenship and BV programmes of study into their learning and also allows for these topics to be covered within the EPC curriculum and our assembly and tutor time programme.

### **Year 7-11**

<b>Subject</b>	<b><u>Year Group</u></b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>EPC</b>	<b>GLH</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
		Every year group has 1 timetabled lesson of EPC per week. Each year group also has tutor period everyday which follows a bespoke timetable of activities which includes an activity session linked to the assembly topic which is linked to the EPC programme of study.				

**Adaptations for SEND Students**

Students with special educational needs or disabilities will have the EPC Programme adapted based on their particular need. The same measures and strategies that are applied to all elements of the curriculum will be fully supported and adapted by teaching staff in line with the individual student's need.

***The following are examples of strategies that are used in lessons to support SEND students:***

- Seating plans to support all learners needs and encourage peer support.
- Lesson scaffolding to help all students to progress.
- Positive behaviour for learning to help students to model good behaviour.
- Collaborative Learning Structures
- Differentiation – Colour tasks etc.
- Writing Frames
- Word Banks
- Coloured Overlays
- Extra handouts with key words/terms/descriptions on them.
- Equipment – stationary is provided on all tables and to students who need it.
  
- Context sheets, SEND passports and the SEND handbook are used to help meet the needs of all SEND students in the class.
- A teaching assistant is present in some classes and is deployed to work with targeted SEND students to support them in their learning.
- The Diamonds class is taught together in EPC which allows for more targeted differentiation.
- The nature of EPC topics can lead to disclosures by some students. All disclosures are reported to and supported by the Safeguarding Team.

**Supporting Disadvantaged Students**

Disadvantaged students are supported within the EPC Programme. The same measures and strategies that are applied to all elements of the curriculum will be fully supported and adapted by teaching staff in line with the individual student's need.

***The following are examples of strategies that are used in lessons to support disadvantaged students:***

- Seating plans to support all learners and encourage peer support.
- Lesson scaffolding to help all students to progress.
- Positive behaviour for learning to help students to model good behaviour.
- Collaborative Learning Structures
- Differentiation – Colour tasks etc.
- Writing Frames
- Word Banks
- Equipment – stationary is provided on all tables and to students who need it.
  
- Context sheets are used to help meet the needs of all students – learning needs and behavioural, social and emotional needs.
- The nature of EPC topics can lead to disclosures by some students. All disclosures are reported to and supported by the Safeguarding Team.

**Spiritual, Moral, Social and Cultural development of students, including PSHCE and British Values.**

The Spiritual, Moral, Social and Cultural (SMSC) development of our students has always been at the heart of the education offered in Delta Academies. The Academies' approach to SMSC is embedded in the Delta ethos of mutual respect, partnership working and collaboration; an approach that we believe is fundamental to a full and positive participation in life in modern Britain.

Examples of how fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, have been actively promoted across the Academy include:

- *Academy ethos statements.*
- *Weekly year band assemblies led by Pastoral Leaders or guest speakers.*
- *Student Voice activities.*
- *Student Council activities.*
- *Personal, Social, Health and Citizenship Education (PSHCE) lessons and Careers Step-up Days.*
- *Religious Education.*
- *Healthy schools initiatives.*
- *Cross curricular initiatives.*
- *After school clubs and enrichment activities.*
- *Charity work.*
- *Sporting events.*
- *Links with the wider community and joint project work.*
- *Educational trips and visits and other opportunities for learning outside of the classroom.*

We support the spiritual development of our students to enable them to develop their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them.
- use of imagination and creativity in their learning; and willingness to reflect on their experiences.

We support the moral development of our students to enable them to develop their:

- ability to recognise the difference between right and wrong, and to apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- understanding of the consequences of their behaviour and actions; and interest in investigating and offering reasoned views about moral and ethical issues and being able to understand and appreciate the viewpoints of others on these issues.

We support the social development of our students to enable them to develop their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- acceptance and engagement with the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We support the cultural development of our students to enable them to develop their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, tolerance towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Through the range of activities offered we aim to enable our students to develop their:

- self-knowledge, self-esteem and self-confidence.
- acceptance of responsibility for their behaviour.
- understanding of how they can contribute positively to the lives of those living and working in the locality in which the Academy is situated and to society more widely.
- respect for their own and other cultures.
- respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010; and
- respect for democracy and support for participation in the democratic process.

***These are the skills and attitudes we believe will allow our students to participate fully in and contribute positively to life in modern Britain.***

**EPC across the Curriculum**

- **English**
  - During English lessons we aspire to expose all our pupils to opportunities where they can develop self-efficacy, increase their self-confidence, resilience, independence, and teamwork. In particular with the choice of language we use and the range of literature we study.
- **Maths**
  - In Mathematics we do talk about aspects of financial life, especially when teaching percentages and interest rates etc. but we don't teach about the emotional/moral aspects of those topics. We are planning on writing a financial maths unit/project to try and embed some of these objectives into the teaching of Mathematics.
- **Science**
  - In Science we address the scientific impact of smoking, drugs, diet, mental health and fitness on the body. We also learn about reproduction, fertility and illness and infectious diseases. We also look at the world of work in Science and the safety requirements in the labs and industry.
- **MFL**
  - The subject content of both GCSE French and GCSE Spanish support the KS4 Core EPC Themes in the following ways:
    - Health and Wellbeing: Pupils compare healthy and unhealthy lifestyles in countries where French and Spanish are spoken. Smoking, alcohol, the use of drugs and their impact on the individual and society are also briefly considered.
    - Diversity and Tolerance: Pupils develop their empathy towards people of different backgrounds and cultures through their study of customs and festivals in the country of the language they are studying.
    - Relationships: Pupils discuss relationships within their family and with their friends as well as their thoughts on future partnerships and the advantages and disadvantages of marriage.
    - Global issues: Pupils consider problems facing the environment, look at simple solutions and discuss the accessible aspects of homelessness and poverty.
    - Living in the Wider World: Pupils explore the topics of post-16 education, jobs, career choices and ambitions.
  - During all language lessons at KS3 and KS4, we aspire to expose all our pupils to opportunities where they can develop self-efficacy, increase their self-confidence, resilience, independence, and teamwork. They build on their understanding of the importance of British Values, including democracy, the rule of law, individual liberty, tolerance and respect. The receptive and productive skills are developed to allow each pupil to achieve their own potential.
- **History**
  - In History we compare and contrast the world historical situations on current day situations such as Health (Black Death), seeking a variety of perspectives (The British Empire) and the issues this can bring (Rise of Fascism) and the impact of government intervention (Medicine through time).

- **Geography**
  - In Geography we address concepts on Development, Globalisation, Climate Change and Sustainability. This includes respecting and evaluating opinions, being able to show empathy and think from other people's perspectives. We look at inequalities of wealth when learning about Urban Challenges, the Economic World, and developing continents like Asia and Africa.
- **PE**
  - In PE, health and wellbeing is our priority topic. Diet, nutrition, teamwork, self-confidence, self-esteem, resilience and many other aspects linked to self-concept as well as mental and physical health feature heavily in practical lessons in Key Stage 3 and Key Stage 4 and in OCR Sport lessons. We also cover drugs misuse, personal risk and managing safety and healthy lifestyles.
- **Music**
  - In Music we embed the topics of teamwork, world music and culture and further develop the skills of active listening, clear communication, negotiation and compromise. This includes the impact of social media and the music industry as a whole.
- **Drama**
  - In Drama we embed the topics of self-esteem, resilience, communication and mental health. We also focus on boosting wellbeing and maintaining healthy and positive relationships and dealing with social norms and misconceptions.
- **Design & Technology**
  - In Design and Technology, we address the areas of the world of work, health and safety, business influence and advertising. We also address the topics of nutrition, diet and health lifestyles.
- **Computing & ICT**
  - In Computing and ICT, we focus on the topics of E-safety, Digital literacy and the role of Social Media. We also cover topics of the social, environmental and ethical impacts IT has had on individuals and society.

**RSHE Curriculum Provision**

Academies and free schools – Funding Agreements require these schools to have regard to DfE’s statutory guidance on relationship and sex education – see RSHE guidance.

**What is Relationship and Sex Education (RSE)?**

It is lifelong learning about physical, moral, and emotional development. It is about the understanding and importance of stable and loving relationships, respect, love, and care. It is also about the teaching of sex, sexuality, and sexual health.

The Programme of Studies is delivered through Years 7 – 11 which covers the statutory requirements and other issues which are of concern within the local area. These are delivered through the EPC curriculum.

**Organisation and Methods of Teaching**

RSE is delivered in class, as appropriate, by class staff. Staff endeavour to answer questions as and when they arise as simply as possible with the relevant information to hand. Students are taught in mixed sex groups. For certain elements of the programme single sex and individual tuition may be necessary.

The Academy works within a curriculum covering different areas of RSHE, such as managing your emotions and feelings, keeping safe and saying no and acceptable public and private behaviour. This will be implemented to students at the time it is most appropriate to do so. Specific needs will be responded to and incorporated into our planning.

**Confidentiality**

Students will be informed that 100% confidentiality cannot be assured. For any suspected Child Protection concerns the school will follow Academy referral policy.

**Religious Education Curriculum Provision**

Religious Education is taught within the EPC curriculum. All Delta Academies should follow their local SACRE agreed syllabus – *See Doncaster SACRE document*.

As part of the Religious Education content at KS3 students will develop a coherent understanding of a range of religions and beliefs by analysing issues in a faith context. They will discuss and articulate critical responses to questions of meaning, purpose and truth and ethical issues. Students will evaluate the significance of religious and other views and will identify interfaith opportunities and successes as well as instances of religious prejudice and discrimination on religious grounds using evidence and examples and in the context of their own experience.

As part of the Religious Education content at KS4 students will analyse religions and beliefs and contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. Students will develop their ability to critically evaluate the impact of religions and beliefs on differing communities and societies. Students will discuss and analyse a range of viewpoints on fundamental questions of identity, belonging, meaning, purpose, truth, values and commitments. Students will have the opportunity to synthesise a range of evidence, arguments, reflections and examples on the challenges raised by living in a diverse world, justifying their own views and ideas and evaluating the perspectives of others. Students will develop skills for countering religious prejudice, discrimination and bias.



**Careers Education, Information, Advice and Guidance**

Our planned programme supports students and ensures they receive the relevant careers education, information, advice and guidance that is suitable for their age and ability by implementation of the 8 Gatsby Career Benchmarks, written by Sir John Holman, a former Head teacher and founder of the National STEM Learning Centre.

Sir John wrote the Good Career Guidance Report after carrying out extensive research.

The fast-changing world of work puts an ever-greater demand on all of us to support students in making a successful transition from education to employment, helping them to identify and choose career opportunities that are right for them.

The government's new careers strategy set out a plan for building a high-quality careers system that will help young people to achieve. The Gatsby Benchmarks are a key measure of the effectiveness of career guidance and provision – Delta Academies Trust is committed to achieving all eight benchmarks;

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
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

For an overview of how we and our CEIAG partners embed the 8 benchmarks into our Careers Programme please see our website.

**Assessment in EPC Lessons****Formative to provide ongoing feedback:**

- Question and Answer is used regularly in lessons, sometimes targeted and sometimes using the Random Selector in Teacher Toolkit as appropriate to continually assess students understanding of key concepts during the lesson.
- Peer and self-assessment are also used regularly in lessons to help students to consolidate their knowledge and understanding of key concepts during the lesson and for the teacher to be able to assess if such concepts are being fully understood.

**Summative:**

- Demonstrate and Connect tasks are used. The Demonstrate task is used at the end of lessons to allow students to reflect on their learning and its implications for their lives. It allows the teacher to assess the learning that has taken place, to assess if the lesson outcomes have been achieved, demonstrate progress and identify future learning needs which can be revisited in the Connect task. The Connect task completed in the following lesson then allows concepts to be revisited, reinforced and any misconceptions to be corrected. The Connect task is differentiated by colours. Students complete their colour Connect linked to the colour they achieved on the Demonstrate task.
- The whole school marking policy for EPC is that each student will have one Demonstrate task with a Connect task every half term. This will be completed towards the end of each half term and used as a summative assessment to allow students to reflect on their learning and ensure an understanding of the key concepts taught.
- There are no formal assessments for EPC.
- In line with the whole school assessment structure, effort – *Attitude to Learning (ATL)* - grades for all students in EPC lessons are recorded in line with the whole school assessment calendar. This allows staff to monitor and assess the engagement of all students in EPC lessons and their attitude to learning and work rate in such lessons as well as being able to compare this to other subjects. Intervention and support can then be given to students who have a poor ATL.