

Curriculum Policy 2025/26

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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout the school day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2. Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.

- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN,
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.

- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.
- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.
- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.
- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.
- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.

- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.
- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.
- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.
- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.
- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.
- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.
- Provide colleagues with subject expertise, advice, and resources to support teaching.
- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitoring timeline and school development plan.
- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.
- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.

- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.
- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.
- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.
- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.
- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.
- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.
- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.
- Reinforce and model positive learning behaviours and social interaction.
- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.
- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.
- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards, the Education Inspection Framework, and other regulatory statutory requirements.

- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.
- Provide challenge and support to school leaders to ensure continuous improvement.
- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.
- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4. Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).
- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.
- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.
- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.
- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.
- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.

- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.
- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.
- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.
- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.
- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.
- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5. Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to the school in order to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers in order to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support pupils whilst in others pre-teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

6. Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7. Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-

- Pupil progress data (academic and social emotional, alongside EHCP outcomes).
- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carer surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.
- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.
- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.
- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each school should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-school **Curriculum Policy** (this document).
- Subject-specific and/or phase-specific curriculum statements.
- School Development Plan (with curriculum priorities identified).
- Equality and Inclusion Policy (showing curriculum adaptation).
- SEND Policy and Accessibility Plan.
- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-school **curriculum map / long-term plan** clearly showing each phase and pathway.
- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).
- Medium-term schemes of work for all subjects, showing progression.
- Examples of lesson planning that evidence SEND adaptation and SEMH focus.
- Vocational curriculum pathways (KS4/KS5) including accreditation routes.
- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).
- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).
- EHCP outcome tracking documents.

- Progress data reports (termly and annual) showing pupil achievement.
- Examples of moderated work across key subjects and pathways.
- Accreditation

D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation for SEND.
- Pupil case studies (to show personalised learning journeys).
- PSHE/RSE curriculum overviews.
- Careers programme evidence, including Gatsby Benchmark audit.
- SMSC mapping document (where SMSC is delivered across the curriculum).
- Records of enrichment opportunities (cultural, sporting, community-based).
- Evidence of British Values teaching (schemes of work, displays, pupil voice).

E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.
- Work scrutiny/portfolio samples with feedback.
- Pupil voice evidence (surveys, focus groups, school council minutes).
- Parent/carers feedback surveys and responses.
- Curriculum audits (annual review against ISS).
- Staff CPD logs relating to curriculum and SEMH training.
- External review reports (peer reviews, consultant audits, Ofsted reports).

F. Outcomes and Impact

- Attendance and behaviour data analysis.
- Destinations data (post-16 / post-19).

- Case studies showing progress in SEMH development and independence skills.
 - Celebrations of achievement (awards, exhibitions, performances, showcases).
 - Governor reports/minutes relating to curriculum oversight.
 - Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).
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Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.
- Each section should be clearly labelled and updated termly.
- A nominated senior leader (e.g., Deputy Headteacher for Curriculum or Assistant Headteacher for Quality of Education) should oversee its upkeep.



Appendix 2

School Level Curriculum Information

Curriculum Offer

We are pleased to offer a broad and inclusive curriculum designed to meet the diverse needs of our learners, with a focus on academic achievement, personal development, and life skills. Our programme is tailored to support students working towards nationally recognised qualifications, as well as internal awards that enhance engagement, confidence, and employability.

Core GCSE Subjects

We deliver full support and tuition for the following GCSE qualifications, with a focus on building core skills, exam readiness, and subject confidence:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Biology
- GCSE Citizenship Studies

Each subject is delivered in line with national curriculum specifications, and students are supported through differentiated learning, targeted intervention, and regular assessments to track progress and attainment.

Functional Skills – English & Maths

For learners not yet ready for GCSE or working at an alternative level, we offer:

- Functional Skills English (Entry Level to Level 2)
- Functional Skills Mathematics (Entry Level to Level 2)

These qualifications are ideal for developing practical literacy and numeracy in real-world contexts and can be tailored to meet the specific learning goals of each student.

ASDAN Short Courses & Personal Development

To complement academic learning and promote holistic development, learners can take part in a range of ASDAN Short Courses, including:

- Personal & Social Development



- Employability Skills
- Expressive Arts
- Sports and Fitness
- Environmental Awareness

ASDAN courses offer a flexible and engaging way to build key life skills, teamwork, communication, and independent learning.

internal Awards and Enrichment

Our internal awards programme offers learners opportunities to celebrate small-step achievements in:

- Attendance & punctuality
- Effort & behaviour
- Progress in core skills
- Engagement in enrichment activities

We also provide a broad enrichment programme, which may include creative arts, physical education, ICT skills, and social action projects, depending on individual interests and cohort needs.

Flexible Delivery and Support

- Personalised learning plans based on baseline assessments and individual needs
- Small group and 1:1 support available
- Regular progress reviews and communication with parents/carers or referring bodies
- Access arrangements and exam support where applicable

Appendix 3

Example planning document:

Unit Overview What will pupils know, understand and be able to do at the end of this unit?	Knowledge What pupils will know: Human rights, societal freedom, understanding safety in the UK and beyond, ending relationships safely, stages of grief, loss and bereavement, child on child abuse, social media and culture, use of online data, threats to online safety, online identity, assess and manage risk.		Skills What pupils will be able to do: Pupils will develop an understanding of human rights, freedom, and safety in the UK and beyond, alongside learning about healthy relationships, grief and loss, and child-on-child abuse. They will explore how social media, online identity, and data use affect safety and wellbeing, and learn strategies to assess and manage risks both offline and online, building empathy, resilience, and responsible decision-making.	
The BIG Question/s? What are pupils trying to find out? How will you inspire curiosity?	Pupils are exploring what human rights are, why they matter, and how they link to freedom, safety, relationships, and online life. Curiosity is inspired through interactive activities, real-life stories, and debates that encourage questioning, discussion, and reflection on how rights impact their own lives and the wider world.			
Key Assessment Opportunities	Baseline, ongoing and summative assessment opportunities are afforded in every Jigsaw Puzzle (unit). The Jigsaw 11-16 summative attainment descriptors give three descriptors for each Puzzle: working towards, at or beyond the age-related expectations for each year group.			
Key Learning Statements: (Knowledge and Skills)	Measure of Success: What will pupils be able to do after learning this? (Higher Tier content in bold)	Sequencing and Links: Why are we teaching this here?	Literacy, Numeracy Links	British Values
		Cross-Curricular Links		
Week One	Students will be given tasks & questions to identify key characteristics of themselves. Tell us a bit about yourself. You might include your name, age, family background, or anything you think is important about <i>who you are</i> .	Humanities (who we are and where we are from)	English (writing and speaking)	Knowing who we are and where we are from, community links.

	<p>How would you describe yourself? Think about your personality, strengths, and maybe areas you want to improve.</p> <p>What's your zodiac/star sign? Do you know any traits connected to your sign? Do you agree with them?</p> <p>What do you enjoy doing in your free time? What topics or activities do you love learning about or doing?</p> <p>Do you prefer spending time alone or with others? Do you feel more energized by quiet time or social time?</p>			
Week Two	<p>Teacher will read aloud a series of reflective statements. Students will respond by either standing if they believe the statement is true for them or remaining seated if they believe it is false. As an alternative, students may use non-verbal cues such as thumbs up/down to indicate their response, providing an inclusive and engaging way to explore self-identity and personal awareness.</p> <p>Ask students if they can identify or name any human rights. Facilitate a brief class discussion and encourage participation. Record their responses on the board or a flip chart to create a visible list of ideas, which can be</p>	<p>History – exploring past struggles for rights</p> <p>Geography – considering global contexts, such as where rights are protected or violated, and links to migration, refugees, and international issues.</p>	English (writing & speaking)	Knowing who we are and where we are from, community links.

	<p>referred to throughout the lesson.</p> <p>Read aloud a series of human rights statements, ensuring students understand that these rights apply within the context of the UK. Clarify any unfamiliar terms or concepts. If time permits, facilitate a short discussion on how human rights relate to the concepts of freedom and safety, encouraging students to make personal or real-world connections.</p> <p>Explain to students that the rights featured on the cards are taken from the Human Rights Act (1998), which protects the fundamental rights and freedoms of everyone in the UK. Emphasise that these rights are legal entitlements and apply to all individuals equally.</p> <p>Provide each group with a set of cards featuring rights from the Human Rights Act. Instruct them to work collaboratively to rank the rights from most to least important. Emphasise that the purpose of the task is to encourage thoughtful discussion and debate, rather than to reach a definitive or 'correct' ranking. After completing the task, invite each group to share their rankings and summarise key points from their discussion with the class.</p>			
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	<p>Invite students to share any examples of human rights violations they have heard about, either from current events, history, or media. Encourage a broader discussion on how and why such violations might occur in different parts of the world, fostering awareness of global human rights challenges.</p>			
Week Three	<p>Students work in small groups for a set time (e.g., one minute) to list all the emotions they observed in the film clip. Afterward, compile a class list of the emotions each group identified, displaying it prominently for the duration of the lesson. Continue to add new emotions or phrases to the list as they arise during class discussions.</p> <p>Explain to students that the lesson focuses on grief, exploring its different stages and the emotions commonly associated with each stage. Guide the class through each stage using the provided Teacher Notes to ensure clear understanding.</p> <p>Invite students to work in pairs to discuss how people might respond to grief. Encourage them to consider what individuals might think, do, or believe, and how behaviours</p>	<p>Art / Creative Arts – representing grief and emotions visually, supporting self-expression.</p> <p>Science / Biology – linking to the psychological and physiological impact of grief and stress on the body.</p>	English (writing & speaking)	Knowing who we are and where we are from, community links.

	<p>could change over time as they process their grief.</p> <p>Reinforce the two key points with students and invite them to share any comments or reflections. Inform students that they have the option to submit questions anonymously if they prefer. Provide an anonymous question box where students can place their questions, allowing the teacher to address these collectively in the following lesson.</p> <p>Distribute one case study to each pair from a selection of five. Students read their assigned case study together and discuss the questions provided at the end. If time allows, reconvene as a whole class to share insights and reflections from the case studies. Be sensitive to students who may find the content challenging or distressing and provide appropriate support as needed.</p> <p>Summarise the range of emotions and behaviours associated with grief and how these can impact relationships. Highlight that individuals may experience and express grief differently, which can influence their interactions with others.</p>			
Week Four	Provide students with some quiet time to reflect on the positive impacts social media has had on their lives. If	ICT / Computing – understanding how platforms function, including algorithms,	English (writing & speaking)	Knowing who we are and where we are

	<p>students struggle to articulate their thoughts, offer prompts such as:</p> <ul style="list-style-type: none"> • Enabling connections during COVID lockdowns • Keeping in touch with people who live far away • Staying updated on current affairs or topics of interest • Mobilising communities and movements, such as climate change activism • Easier sharing of ideas • Finding groups or communities they identify with <p>Encourage students to consider both personal and wider social benefits."</p> <p>Invite students to work in pairs to discuss and identify what various social media platforms have in common. Guide the conversation towards the role of advertisements and how these platforms use targeted ads to generate revenue.</p> <p>Explain to students that social media is deeply integrated into many aspects of modern society. Emphasise the importance of using it responsibly by protecting personal privacy and ensuring users take regular breaks to</p>	<p>targeted advertising, and data privacy.</p> <p>ICT / Computing – understanding how platforms function, including algorithms, targeted advertising, and data privacy.</p>	<p>Maths / Statistics – tracking and analysing personal screen time or app usage, creating graphs or charts to visualise data.</p>	<p>from, community links.</p>
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	<p>reduce screen time and maintain well-being.</p> <p>Ask students to use the predictions they made earlier in the lesson as a baseline to track their online or social media usage over a 24-hour period. They may choose to use one of the apps introduced earlier to assist with this. Encourage students to reflect on their feelings about how they spend their time online and whether they would like to make any changes to their habits.</p>			
Week Five	<p>Set up a physical line across the classroom (or use any available space). Explain that one end of the line represents the viewpoint 'Image is powerful,' while the opposite end represents 'Image is superficial.' Invite students to position themselves along the line according to their personal beliefs about these statements. This activity encourages reflection and discussion on the impact and significance of images.</p> <p>Explain that many people used photography to document their experiences during the COVID-19 lockdown. Share examples of photos taken during this period, noting that some images have been digitally altered while others remain unedited. Invite students to discuss their thoughts and reactions to these photos in</p>	<p>Art / Photography – examining the use of images as self-expression, documentary tools, and artistic communication. History – using photography as a historical record, e.g. documenting experiences such as the COVID-19 lockdown.</p>	English (writing & speaking)	Knowing who we are and where we are from, community links.

	<p>pairs, considering the impact of authenticity and editing on the message conveyed.</p> <p>Review the advantages and disadvantages of enhancing images of ourselves, especially if these points have not already emerged during the pair discussions and feedback. Facilitate a balanced conversation about how image editing can affect self-perception, confidence, and the authenticity of representations.</p> <p>Read through the provided information on exploring identity and commenting online. For further details on social interactions and developing a sense of self, refer to the 'Healthy Me' lesson designed for ages 13-14.</p> <p>Invite students to spend some quiet time individually reflecting on two ways they can ensure that the images they post online are perceived as powerful rather than superficial.</p>			
Week Six	<p>Invite students to complete the provided worksheet individually. The handout is available as an editable .doc file, allowing you to customize it by adding other local risky activities or places relevant to your area (e.g., swimming in the canal, crossing railway lines).</p>	<p>Geography – exploring local risky places (e.g., canals, railways) and linking geolocation data to physical spaces and safety.</p> <p>Law / Sociology – examining how legislation like GDPR protects individuals</p>	<p>English (writing & speaking) Maths / Statistics – analysing data use, patterns of online activity, and</p>	<p>Knowing who we are and where we are from, community links.</p>

	<p>Ask students to raise their hands if they have read the terms and conditions they agreed to when signing up for a social media profile.</p> <p>Review the GDPR guidelines related to geolocation data, focusing on how this information impacts physical safety and privacy.</p> <p>Emphasise that app or internet settings designed for children are not at fault if someone misuses data dangerously or illegally. However, highlight that everyone has a role to play in taking proactive steps to protect their personal information and online safety.</p>	and how misuse of data affects society.	potential risks.	
Week Seven	<p>Allow students five minutes to discuss in pairs or small groups. Afterwards, direct them to complete the assessment tasks individually. Once the tasks are completed, allocate five minutes for students to share some of the pitches they have written. Conclude the session by linking the discussion back to the overarching 'Big Question' the class has been exploring this term.</p> <p>Invite students to reflect on why people have different ideas about what makes a healthy relationship. Prompt them to consider factors that influence how we choose relationships. Encourage discussion about any common qualities found in positive</p>	<p>Drama – role play or scenario work to explore relationship dynamics and empathy.</p> <p>RE / Philosophy & Ethics – considering moral and ethical perspectives on respect, care, and responsibility in different types of relationships.</p>	English (writing & speaking)	Knowing who we are and where we are from, community links.

	<p>relationships and explore whether these qualities change depending on age or the type of relationship.</p> <p>Using the list of words generated earlier, students sort the positive words into categories corresponding to different types of relationships displayed on the slide. Encourage them to consider which words apply to some or all types of relationships.</p> <p>Referring to the identified positive ingredients of relationships, facilitate a brief class discussion on ways students can improve their roles as friends, siblings, children, or partners by focusing on cultivating these positive qualities.</p>			
Week Eight	Assessment week			