



CHARACTER EDUCATION

UPDATED JANUARY 2023

At Fred Longworth High School (FLHS) we aim to develop students' character and create resourceful, independent, resilient, organised and motivated learners through our Subject Curriculums and Personal Development Curriculum.

We offer a broad curriculum with students experiencing their full National Curriculum entitlement and in particular we offer outstanding provision in The Arts subjects in comparison to many schools.

Students take part in bespoke, age appropriate, Personal Development lessons every fortnight and follow a Pastoral Curriculum each morning in form time. We have an outstanding Careers Education programme with all 'Gatsby benchmarks' being met.

School attendance is consistently above 94% and above National Average figures.

Our school motto 'Facta Non Verba' is central to the work we do and we reinforce this through our vision that for all students at FLHS we want all to:

Belong — at FLHS we are a family — the 'Freddie's Family'

Engage — we want all students to have excellent attendance and to commit fully to what the school offers.

Succeed — we want our students to aim high, build resilience and work hard through our key message 'is it excellent yet?'

Work **T**ogether — through building outstanding relationships across the community our students will have a sense of pride in their school.

This document outlines what we do as a school to promote the development of character through our **BEST** values and vision.

Throughout our school we instil in students a drive to succeed and be their **BEST** in everything that they do. Our **BEST** standards outline the key areas:



FLHS BEST Standards:



**ALWAYS BEING EQUIPPED, READY TO LEARN AND
MAKING THE BEST USE OF YOUR LEARNING TIME**



**WEARING YOUR UNIFORM CORRECTLY AND
WITH PRIDE**



**BEING PUNCTUAL AND HAVING EXCELLENT
ATTENDANCE**



**BEING A POSITIVE ROLE MODEL FOR YOUR PEERS
INSIDE AND OUTSIDE OF LESSONS**



**ALWAYS LISTENING AND CONTRIBUTING
POSITIVELY**



**TAKING PRIDE IN YOUR WORK AND COMPLETING
IT TO THE VERY BEST OF YOUR ABILITY**



**TAKING FULL RESPONSIBILITY FOR YOUR
LEARNING BOTH INSIDE AND OUTSIDE OF
SCHOOL**



**ALWAYS STRIVING TO IMPROVE YOUR WORK AND
ASKING...**

IS IT EXCELLENT YET?

**As a school we focus on character development, with key aspects of
character - referencing our **BEST** values:**



FRED LONGWORTH

HIGH SCHOOL

We are the Freddie Family. This is our **BEST** self.



BELONGING	ENGAGING	SUCCEEDING	TOGETHER
We are KIND 	We are CONFIDENT 	We are RESILIENT 	We have EMPATHY 
We are TOLERANT 	We are POSITIVE 	We are MOTIVATED 	We are TRUSTWORTHY 
We are PROUD 	We are COMMITTED 	We are COURAGEOUS 	We have RESPECT 

How as a school do we foster and develop character?

1) What kind of school are we?

We ensure our students experience a truly great education; as a result, they flourish academically, shine personally and are prepared for a happy and successful adult life.

Not only do our team of highly dedicated staff work hard to ensure students achieve great academic standards, they are also fully committed to providing educational and extra-curricular experiences that support our students' personal and social development. Each student is treated as a unique and valued individual and their talents and abilities are nurtured both within and outside the classroom.

We place an emphasis on high standards, a strong commitment to building good working relationships between staff and students and the excellent support we receive from parents. We constantly seek ways to foster a real sense of community

spirit for students, parents and staff and our students thrive within this supportive environment. We hold many community events and our school buildings are extensively used by local people.

We have an outstanding pastoral system with non-teaching Heads of Year and key staff covering all pastoral areas. We teach students to work hard and accept responsibility for their actions.

The school motto is '**Facta Non Verba**' - **Deeds Not Words**

With specific subjects and areas within school:

- **English** – The English classrooms are spaces that encourage inquiry, empathy and creativity. The English curriculum is framed around key knowledge and questions that link to the curriculum vision. This is shared with students via 'Key Knowledge' documents for each Scheme of Learning that are shared with students and parents at the start of each unit and reviewed by staff at the end of each year.

English display and make reference to the 'Is it excellent yet?' posters – this is emphasised constantly with opportunities built in to lessons to revisit and improve work.

Within English character is emphasised through the study of a diverse range of texts from the literacy canon, whilst writing is providing real world connections that encourage students to consider different perspectives and lived experiences.

Humanities - Subject vision statements, presentation standards in lessons (both personal and work), and reference to "Is it excellent yet?" on subject book wraps.

In the faculty, high expectations and an inclusive approach are key features of our work. Staff actively engage students in learning about their country, environment and planet, thus aiming to ensure that students become well-rounded citizens.

- **Science** - The Science Team articulate our vision and aim for all of our students to be expert scientists and we are training them to be part of the scientific community.
- **Outstanding extra-curricular provision** especially in The Arts and PE. Large numbers of students buy in to what is on offer at our school.
- **We are a school that provides for all students**, across all subject areas. Our inclusive approach has led to students from all backgrounds, with varying levels of need, being successful. Over 40 interventions are run weekly through our Inclusion Centre to enable all students to achieve and feel part of our school.

2) What are our expectations of behaviour towards each other?

- **Behaviour policy** – we have very clear standards of behaviour which underpin the work that goes on around school. We are relentless in our pursuit of high standards. Visitors and staff new to the school comment on our students' excellent behaviour and attitudes.
- **At Freddie's our 5 behaviour strands** underpin the work across the school – this is significant in developing character in particular morals, the ability to reflect and become resilient and to restore and repair relationships when this is needed:



- **Pastoral system** – our Heads of Year insist on excellent behaviour and are an integral part of our drive for excellent behaviour and levels of respect. The wider pastoral team of form tutors build excellent relationships with students and our staff remain with students for 5 years – standards and expectations are consolidated and built upon in successive years.
- **English** - The English department have a consistent behaviour policy in line with whole school expectations and focussing on fostering positive relationships. Consideration, respect and good manners are modelled by the English staff and also included as points of discussion at relevant points via the delivery of specific literary texts and exploration of relationships.

Various opportunities across both Literature and Language exist to promote positive character traits. This is achieved through a diverse range of texts, both fiction and non-fiction.

- **Humanities** – Outstanding levels of behaviour are evident and high use of rewards. The faculty works hard on promotion of manners in lessons and between staff. High standards exist across the whole faculty and this is backed up by a very effective faculty detention system.
- **Science** - The Science Team articulate to all students the high standards of behaviour that are expected in our faculty. We model respectful behaviour and expect it to be returned, challenging instances when this does not occur. We support a positive behaviour system and actively encourage highly positive character traits such as contributing to lessons, producing excellent work and behaving in a respectful manner both verbally and through the whole school reward system. Science run a faculty report system which is used for small numbers of students who require further support.

3) How does our curriculum and teaching develop resilience and confidence?

- **Achievement awards.** We actively celebrate achievement through our rewards system, our BEST awards, subject nominations, Head of Year awards and Head teacher awards. This takes place every two weeks through form time – ‘Freddies Focus’. Students who achieve 50/75/100/150 and 200 rewards are praised through FF in form time. In addition to this faculties are starting to recognise achievement through the use of FLHS subject badges which we will build on this year.
- **Through our social media channels** we actively promote achievements and excellence on a daily basis. Students tell us that they appreciate this as it builds their confidence levels and they enjoy the public recognition that this brings. For example – the use of ‘Twitter’ by Arts, Humanities and PE staff to celebrate the excellent work of our students.
- **English** – The English curriculum is ambitious for students, with key texts ensuring that all students encounter the same opportunities for knowledge and cultural capital.

A journey through the curriculum has been actively tracked across Y7 – 10 that logically sequences the curriculum and provides opportunities to recap and build on prior knowledge.

- **Humanities – In** Sociology, Geography, Religious Studies and History – cultural capital is taught as a concept. The faculty have developed excellent use of low stakes testing and inter-leaving of topics to build on knowledge and create successful writers – key for success in Geography and History.

Regular review of all curricula content and sequencing. The faculty has looked extensively at how students learn and make excellent progress – this is evident across all areas.

- **Science** - We teach a rich and varied curriculum in Science to encourage students to develop their cultural capital in all 3 disciplines. Equally we look for opportunities to share with students, in lessons and events, future opportunities there may be for them in the field of science. We teach a spiralled curriculum across 5 years and teach the fundamental concepts of Biology, Chemistry and Physics and continually build upon these concepts as students progress through their academic career. We aim to make all students strive for excellence and at KS4 have the Separate Sciences and Combined Science pathways that support the transition to Science A Levels and other courses such as vocational Applied Science and Health and Social Care. We take great care to emphasise the links between topics and subjects and the relevance of science to everyday life. As a minimum pupils know how important science is in terms of direct relevance to them. For example, but not limited to, how their own body functions and decisions they may need to make about their or their family's bodies in their lives; the safe use of chemicals in their lives and decision they must make about using resources and the impact on the environment; decisions they make about their own homes, electricity supply and cost and safety surrounding electricity in the home.
- **Maths** – students receive a carefully planned and sequenced curriculum which builds, extends and consolidates skills and knowledge. Students complete a rigorous and extensive homework programme and they also undertake regular formative assessments which teach students how to improve on their weaker areas. Problem solving is evident throughout all aspects of the curriculum; students are guided through tasks as required and the nature of these style of questions develops independent learning skills and resilience.
- **Physical Education** – students improve their fitness levels through regular exercise and we do not allow students to 'quit' when exercise challenges them. They are taught how to sustain exercise and how to compete in different situations. Students learn new skills across a range of activities and we teach them the value of competition, alongside the need for good sporting attitudes and the ability to accept defeat.

- **Design Technology** – students develop their practical skills through a mixture of focussed practical tasks and project work. Skills are repeated and students become more confident and resilient; over time more complex skills are introduced. Students are given the opportunity to reflect and self-evaluate and this continual process develops students' character.
- **Modern Foreign Languages** – the curriculum has been revised and includes significant elements of diversity. Students communicate with speakers from target languages, via letters and electronic communication. Contemporary big issue lessons such as Black History month and LGBT+ awareness are studied in lessons. The aim is to develop 'international attitudes'.
- **The Arts** in Drama and Music all students to work co-operatively and develop communicative skills and confidence throughout their learning journey.
- **Self-evaluation and Student Led Conferences.** In all year groups students take part in termly self-evaluation exercises to teach them to be able to reflect, on their own strengths and areas for development, to set goals and targets and to work towards improving their work and attitudes to learning. This is a fundamental part of our Pastoral Curriculum. At the end of each year in Ys 7 to 10, students will have a 'student led conference' – this involves our students explaining to their parents/carers about their successes in school and how they aim to improve, as well as highlighting what they see as their best work and what they are most proud of. This teaches our students to be self-critical and also to be pleased with many aspects of their work.

4) How good is our co-curricular provision?

- **English** - A key focus in Y7 – Y9 has been introducing increased opportunity for real world application of English and understanding that the skills of communication go beyond the classroom.

Success is celebrated via 'Freddie's Focus on the Stars' and a board has been designated to promote this in the English corridor.

Reading is developed across the school and the English staff have implemented 'Reading Plus' at KS3. The school runs various reading initiatives and interventions and in form we have a clear and well thought out reading programme as part of the pastoral curriculum. Students are taught to sustain their reading and to build on this over time.

- **Humanities** - Annual promotion of the British Legion – Remembrance Day in History. Annual Belgium Trip, annual field studies trips.
- Promotion of environmental charities/organisations in Geography (FairTrade, WWF, Rainforest Alliance.)
- The teaching of ‘place’ throughout the curriculum.
- Regular promotion of current affairs and events through ‘Have I Got New For You’ in the Pastoral Curriculum.
- Promotion of Human Rights charities in Religious Studies (Amnesty International, Red Cross)
- **Careers provision** is outstanding as judged by external recognition. All students receive a progressive and well planned curriculum and this includes key elements including work experience, college visits, mock interviews and a careers day in Y11.
- **Outstanding extra-curricular provision/enrichment programme** especially in The Arts and PE. However we also run clubs such as our STEM Club, Science Club, Chess Club and Games Club. Large numbers of students buy in to what is on offer at our school.
- **Trips in school run from Year 7 through to Y11.**

Winmarleigh in Y7, Languages trip to Paris in Y7.

Spain/Disney trip for Ys 8 to 10 students.

Sports Tour for Ys 7 to 10

Duke of Edinburgh Bronze Award runs with Y9 students – large numbers involved, as part of this the students take part in an expedition.

Geography field trips at KS4 and KS3. All Y7 went on a field trip Summer 2022.

History trips to Belgium and France.

Arts trips to Coniston, London and various music trips.

Rewards trips in the summer term.

Theatre trips run in Drama – various year groups.

- **The Pastoral Curriculum – an important part of our wider curriculum. (see below):**

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Freddie's Focus	Reading	Reading	Our Time/My Attendance	Assembly
Year 8	Freddie's Focus	Reading	Reading	Assembly	Our Time/My Attendance
Year 9	Freddie's Focus	Reading	Assembly	Our Time/My Attendance	Reading
Year 10	Freddie's Focus	Assembly	Reading	Our Time/My Attendance	Reading
Year 11	Assembly	Freddie's Focus	HIGNFY	Our Time/My Attendance	Study Skills/Programme

1. Freddie's Focus and Freddie's Focus on the 'Stars' – celebration of excellence, key messages from Heads of Year, key thoughts and themes for the week.
2. Reading – comprehensive programme twice weekly at KS3.
3. My attendance – whole school approach to improving attendance as individuals, as forms and as year groups using SOL attendance.
4. Have I Got News For You – looking at current affairs domestically and abroad.

In the 2022 – 23 Personal, Social, Health and Economic (PSHE) Curriculum the following highlighted areas linked to character are taught:

The first two PSHE sessions at the start of the 2022 – 2023 Academic Year were collapsed to facilitate the delivery of Personal Development, including aspects of Character.

Session One:

Year 7 - self-awareness through exploring their personal identity and identifying core value skills to support learning e.g., teamwork and organisation.

Year 8 - how to critically analyse different sources of information and assess the reliability of media sources and critique social media content.

Year 9 - about personal values and their influence on relationship expectations

Year 10 - skills to improve adaptability and resilience during periods of change or transition and strategies to manage change.

Year 11 – future careers; establishing areas of personal character development to aid employment.

Session Two:

Year 7 - how to empathise with, and show compassion for peers

Year 8 - how to show respect for – or respectfully challenge when necessary – the values, beliefs, and opinions of others.

Year 9 – making independent choices.

Year 10 - skills and strategies to challenge discrimination and prejudice-based bullying in relation to any of the protected characteristics of the Equality Act (2010)

Year 11 – mock interviews to establish successful criteria for providing potential employers with a summary of individual talents and skills.

For the remainder of the 2022 – 2023 year groups will receive Personal Development lessons tailored to their specific year groups. Amongst these themes are:

Year 7 – self – confidence and self – worth; the rights of children and decision making.

Year 8 – developing self- awareness, personal and emotional strength; managing conflict.

Year 9 – building digital resilience, develop healthy coping strategies, managing difficulties and challenges in friendships.

Year 10 – assertively communicating expectations in relationships.

Year 11 – developing healthy relationships and developing resilience through potential challenges.

5) How well do we promote the value of volunteering and service to others?

- **Religious Studies** – Stewardship covered as a unit
- **Across all forms** students act as form representatives to attend year group council meetings. From this the School Council is formed. These groups meet each term.
- **Librarians** – students in lower school work as leaders at break and lunchtimes.
- **Arts leaders** – at lunchtimes and after school there are many opportunities for students to lead activities. In The Arts students help to run an annual Xmas OAP Party which is a big event.
- **PE leaders** – students are involved in teaching and leading younger students and their own peers. At KS4 in Sports Studies students study a leadership unit and they work in primary schools to lead activities.

- **English** – students contribute to the school magazine, Printshop Press which is published at the end of each term. Students have the opportunity to meet fortnightly to also contribute as part of the editorial team.
The reading mentors program provides opportunities for students to be trained in the effective mentoring of younger students.
- **Student leadership team/prefects** – in Y11 we select a senior team of student leaders/prefects and these students play a key role in the running of the school at lunchtimes, and they assist the HoY 11 with planning the Leavers' Ball and other events.
- **In Year 10 from 2022** all students will spend one week out of school on work experience. This is a significant development and will give a lot of support to local businesses as well as taking our students 'out of their comfort zone'.

6) How do we ensure that all our students benefit equally from what we offer?

- **English** - Provision is tailored to be appropriately challenging and suitably engaging to all students from all backgrounds. This includes the careful selection of texts and sensitive handling/discussion of content. Learning coaches are strategically assigned to ensure that learning is effectively scaffolded. When external trips are organised e.g theatre trips, the faculty recognise hard work and cater for disadvantage students by supplementing costs.
- **Humanities** - PP students provided with revision material to ensure that financial issues do not prevent students accessing high quality materials. Careful consideration of seating plans. We ensure that all students can access field trips – e.g all Y7 went on a field trip summer 2022.
- **Modern Foreign Languages** - PP students provided with revision material to ensure that financial issues do not prevent students accessing high quality materials. Careful consideration of seating plans.
- **Maths** – work is scaffolded to allow access for all students, TA support is carefully matched to need, seating plans are conducive to groups of students receiving additional support, students receive exam guides and revision materials to support exam preparation and practice. Additional classes for students allow for catch-up and tailored support.
- **Science** - In Science we actively try and reduce barriers for all students. For example, any visit that take place are costed to keep contributions as low as possible and if students were unable to make the contribution we would look to funding this.

We look to engage parental support where we can through the use of the 'parent text' system and letters and emails home to inform parents of activities or events that are taking place. All parents are informed of Year 11 revision classes and the parent/student revision evening. Some students lack confidence and when this is an issue we look to the group size and other influencing factors to ensure maximum engagement. All students regardless of age or stage have the opportunity to succeed and be praised within Science; the curriculum is ambitious for all and learning is scaffolded to allow access for all students. We try to provide opportunities across all year groups so that every student has access to the Science/STEM Co-curriculum.

- **Whole school use of GCSE Pod** – this is encouraged through KS4 tutor time and regular monitoring and rewards for usage. All staff have had training on how to effectively use GCSE Pod resources for homework and class activities.
- **Use of catch-up and Pupil Premium funding** – through our plans we ensure that all students are able to access the full curriculum and that students have IT facilities and access to computers through areas such as our Homework Club.

In addition to work on the above areas across the school, specific subjects contribute significantly to the development of character:

In The Arts:

<u>Aspect taught</u>	<u>Year Group</u>	<u>Specific Details</u>
Balanced Curriculum	All	Even balance between knowledge and practical skills based focus across the Arts Faculty designed to give students an opportunity to develop a passion, affinity and ability in subject as well as a breadth of knowledge of arts movements, styles and genres. Varied extra-curricular offer complements this.
Personal Development	Key Stage 3	Arts Faculty subjects utilise self-reflection and objectivity as a basis for creating art but also in terms of allowing pupils to develop. At Key Stage 3 'Positive Learning' scheme in Year 7 as well as Student Led Conferencing encourages students to take an

		active role in their own development.
Mental Health and Well-Being	Key Stage 3	The encouragement for students to take part in extra-curricular activities is fundamental to this.
School Ethos	Key Stage 3 and 4	Exceptionally high expectations in terms of behaviour and attitude underpin the Arts Faculty. We advocate students aiming for 'Excellence' as a rule and not an exception.
Belonging and Identity	Key Stage 3 and 4	<p>Schemes of work in Art & Design and Drama use societal issues or movements to inspire and motivate students. This involves students 'deep diving' into the history and cultural context of an event before using art to explore it. This encourages students to reflect on their own sense of place and belonging.</p> <p>Exploration of other cultures through each discipline (Human Rights Project) with Year 9 aims at broadening students horizons and worldview.</p> <p>Students in Years 7, 8 and 9 will follow in the Summer Term a thematic scheme of learning on Human Rights - focusing on diversity and identity across Art, Music and Drama.</p>
Cultural Capital	Key Stage 3 and 4	<p>The Arts Faculty prides itself on offering a diverse range of opportunities and experiences to allow students to develop their cultural capital. Over the last few years this has involved:</p> <ul style="list-style-type: none"> • Whitworth Gallery Project • National Theatre Connections • Trips and exhibitions • Visiting practitioners
Removal of Barriers	Key Stage 3 and 4	Scaffolded approach to learning across Faculty means skills are built up gradually and then

		demonstrated via a collaborative project. This gives all learners the chance to succeed. In Drama, alternative provision in Design has grown to offer a wider range of students opportunity to access learning. Music Technology also removes barriers through allowing students to utilise a different set of skills.
Leadership skills	Key Stage 3 and 4	<ul style="list-style-type: none"> • Directing/Project Managing • Research • Problem solving • Team building exercises • Celebration of best practice • Arts Council/Leaders programme
Confidence and Collaboration	Key Stage 3 and 4	In Music, Dance and Drama students often work collaboratively toward a project driven goal (performance, workshops, rehearsals). This is centred around all students having an equal say and the teacher as facilitator.
Ownership and Independence		<ul style="list-style-type: none"> • Provision of Art Packs to allow for independent learning. • Development of blended provision in all departments to allow for ownership and extended learning. Watch lists/You Tube Channel and Things to watch and read – these are examples. • Project Based Learning approach in all departments means students are accountable for the successes and failures of their work. • Research and expansion of knowledge and cultural capital is key
Careers Focus	Key Stage 3 and 4	Vocational course (BTEC and RSL) are careers focused and give

		<p>students the opportunity to operate as a professional company would. Opportunities are regularly provided for students to be exposed to or collaborate with external professionals. This has included:</p> <ul style="list-style-type: none"> • Partnership with Royal Exchange Theatre • Partnership with Whitworth Gallery • Project with artist Cold War Steve • Dance Leaders • Visiting artists (Testament, Frantic Assembly)
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In Global Communication (MFL/Computing):

<u>Aspect taught</u>	<u>Year Group</u>	<u>Specific Details</u>
Resilience	7, 8, 9, 10, 11	Programming through text based higher level language (python) and object orientated (Kodu). Allows students to see the importance of seeing through a project and not being stopped or disheartened through bugs and problems in their code.
Resilience	7, 8, 9	Use of knowledge organisers in MFL across KS3 promotes the development of students' resilience. Through weekly set vocabulary tasks, students develop their awareness of the link between effort in the present and pay-off in the longer term. They learn to overcome setbacks and develop perseverance in their language learning.
Resilience	10, 11	Development and remodelling of speaking test questions teaches students that they shouldn't accept anything less than their best and that they are able to improve and enhance their work until this is achieved.
Empathy	7, 8, 9, 10, 11	Students are encouraged to display empathy and tolerance across a range of MFL-specific scenarios. For instance students working in

		<p>pairs/groups are encouraged to respect each other's beliefs, values and opinions and are encouraged to challenge stereotypes and negative labels attributed to differing groups of peoples.</p> <p>Students learn to appreciate other cultures through a variety of means – e.g.s the exchange scheme Paris and Angers and Pen Pal letters across KS3.</p>
Motivation	7, 8, 9, 10, 11	<p>Setting long term goals in their academic achievement, students reflect on their goals and set targets to help them to achieve this. Students are rewarded as per the school's rewards policy, but with additional recognition through postcards sent home / publication of work through the Faculty's social media channels.</p>
Positive Moral Attributes	9, 10, 11	<p>In MFL students learn to discuss who their role model is and look at examples of good role models. This include people with sporting success and activists such as Mala Yousafzai and Rigoberta Menchu, amongst more popular culture figures such as Emma Watson.</p> <p>Students discuss the school rules and express opinions about them. This raises discussions as to why we have them in the first place. Eg - uniform helps to reduce the prominence of economic differences amongst students.</p>
Positive Moral Attributes	7, 8, 9, 10, 11	<p>Cyber security and the rule of law. Students gain an understanding of how computers can be used to break the law and the amount of risk they undertake through the use of IT.</p>
Self-Control	7,8,9,10,11	<p>High level of positive behaviour rewards throughout the curriculum teaches students self-control in class situations</p>
Employability	10,11	<p>Real world links to industry, Bank of England Tour/Talk, Visit to London Princes Trust award.</p>
Employability	8, 10, 11	<p>KS3 French touches on jobs and future plans whereas GCSE MFL addresses the world of current and future study and employability. Students discuss jobs, career choices and professional ambitions.</p>

Through the Physical Education Curriculum:

<u>Aspect taught</u>	<u>Year Group</u>	<u>Specific Details</u>
Leadership	10	Students provided with an opportunity to develop their personal leadership skills within their PE group and in a primary school/community environment (Real life learning).
Peer / Self-Assessment	7, 8, 9, 10, 11	Students develop new social skills and confidence by providing constructive and positive feedback to their peers. This aspect is common place within KS3 PE lessons.
Mutual Respect and Tolerance	Games Activities KS3 and 4	The role of a coach, demonstrate respect at all times. Students are taught to respect rules, concepts of fair play and sportsmanship, respect for officials.
Resilience	Fitness based activities KS3	Students at KS3 often cannot sustain exercise beyond a short amount of time. At KS3 in particular we teach students to keep going, to work and exercise through small amounts of discomfort and pain as their bodies adapt to new exercise levels.
Excellence		High Standards of kit and conduct, all students bring their PE kit even if ill or injured, within reason – to take part in a variety of roles (Fit for School, Fit for PE)

In Design Technology:

How does our curriculum and teaching develop resilience and confidence?

Lessons are carefully planned and sequenced across the different material areas of the Design Technology curriculum. Students practical skills, knowledge of materials, tools and processes are developed, extended and consolidated throughout both key stages.

Students are able to work co-operatively and develop communication skills and confidence throughout their learning journey. Paired work and group work are often used to enable pupils to share ideas and learn together.

Opportunities to problem solve are given frequently within this subject enabling students to develop resilience and see setbacks as opportunities to learn, overcome and gain success.

Frequent evaluation exercises enable students to reflect on their strengths and they are encouraged to set targets to improve their approach to work, attitude to learning and final outcomes.

Through the Design Technology Curriculum:

<u>Aspect taught</u>	<u>Year Group</u>	<u>Specific Details</u>
Expectations of Behaviour	All	Agreed lesson routines to promote excellent behaviour
Co-curriculum	All	<p>Use of industry measures to develop confidence and skills including resilience from Year 7 upwards.</p> <p>Visits to Wigan & Leigh College – teaching methods, knowledge taught reflects what is needed in home life and industry. Use of industrial equipment develops students' self-confidence and skills. Resilience built up over time – tasks more challenging from KS3 – KS4. All KS3/KS4 projects promote students' creativity and ownership. In the faculty we develop students' interests. Excellent work is showcased to other students.</p>
Equality – Removing barriers	All	<p>All students provided with materials for practical work regardless of PP.</p> <p>Parents/carers support work during GCSE NEA practical</p> <p>All students are invited to stay for extra classes.</p>
Expectations of Behaviour	All	Agreed lesson routines, movement in lessons especially practical – High expectations – Rewards & Sanctions given. Praise positives.
Developing Resilience and Confidence	All	<p>Finished products for DT. Lots of opportunities for students to experience success & failure but to address issues and retry – building resilience and reflection promoting confidence in next steps.</p> <p>Celebrating excellent work to encourage students' sense of pride.</p>
Ownership and independence	All	Students are encouraged to develop designs that are creative and not fixated. They are encouraged to work independently when finalising their design idea, planning, making,

		evaluating and modifying them as they gain more experience and knowledge during lessons.
Belonging and identity	8-11	Exploration of other cultures through food and textiles projects. Understanding of British food and the cultures that make up Great Britain. Exploring foods from around the world.
Employability	9-11	Links to industry and employment in the community. Careers links are highlighted in lessons. College visits and talks from industry professionals at KS4
Good Mental Wellbeing – creative, can run with individual idea...	All	Provision of all materials to all students. Student praised regularly. Food/dishes – respect given to all cultures, moral, ethical beliefs. Extra clubs – offered to all. Funding provided.