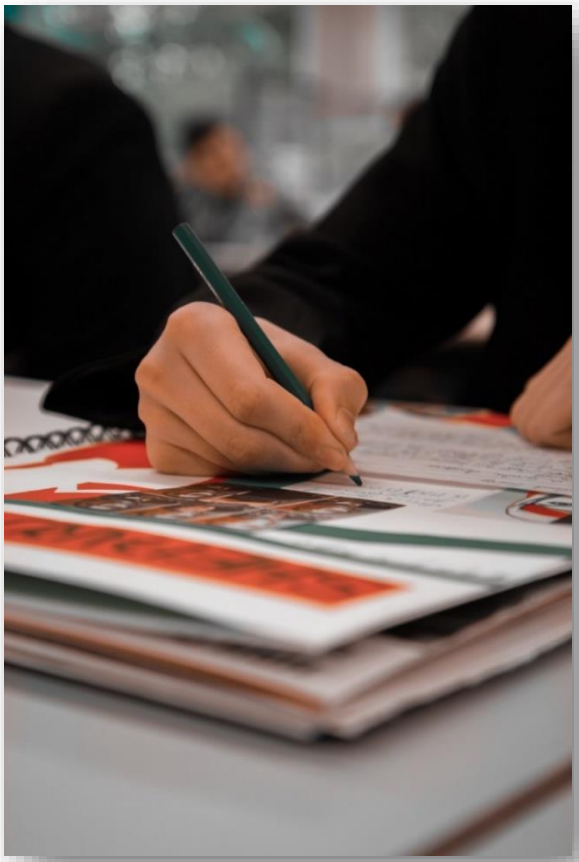
Warblington School

Curriculum Information

September 2024



@warblingtonsch

@WarblingtonSchool

The Warblington Curriculum

	Our curriculum should:	Why is this important?	How leaders make this happen
1	Encourage a **love of learning** and be delivered by staff who are **experts in their subject** and passionate about the topics they teach.	Students and staff who are well read and passionate about learning and will continue to learn and develop. They will continue to research their own pedagogical practice, modelling that love of learning.	By ensuring time is allocated for departments to work collaboratively. Ensuring experts are appointed into subject areas which are their specialism.
2	Give **every** student an opportunity to study a **broad range** of subjects throughout their time at Warblington.	Subject diversity is important to give our students a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.	Ensuing the options process takes place at an appropriate time to allow the Key Stage 3 curriculum to be fully taught. Continue to use post-16 data to ensure curriculum meets need
3	Within individual subjects focus on the **depth** of learning that is relevant to our community and our students.	Less can often be more. Subject areas have thought carefully about what depth means in their subject and how this can be achieved by choosing topics that are relevant to our cohort. These are mapped on their curriculum roadmaps	Curriculum roadmaps show what is to be taught and the depth of student. These are revised each year, with some subjects implementing emergency curricula in response to ongoing gaps post Covid.
4	Prepare our students for GCSE and the wider world BUT **not be driven by the demands of GCSE.**	Whilst success at GCSE is important, our role is about preparing for post-16. This may be subject specialisms, but this may be a wider knowledge.	Review where students move onto post-16, and ensure that our curriculum allows students access to their course of choice.
5	Be underpinned by **knowledge-rich** learning that **builds** with each term and year.	Knowing more and remembering more is the key to success. Our curriculum should be knowledge-rich and staff must have the expectation that core knowledge is remembered. Knowledge needed should be outlined in knowledge organisers.	Knowledge organisers outline what needs to be remembered and skilled retrieval techniques ensure that knowledge is checked regularly.
6	Be **ambitious** in terms of content, concepts, and vocabulary, building on the excellent work in KS2.	KS2 has become far more ambitious. We need to build on this and challenge our students. Our students need to have their cultural capital built through our curriculum to allow them to succeed.	Work with Key Stage 2 colleague and foster those collaborations.
7	Be **mapped out** explicitly so that knowledge is **transparent** for staff, students and parents.	Our curriculum should be fully mapped out and the curriculum roadmaps and highlighted in each area and on our website so that staff can build knowledge, students know where they are headed and parents can support us.	Curriculum roadmaps displayed in corridors and on websites with parents informed of what is being taught to enable them to support at home
8	Allow for key concepts, themes or areas of knowledge to be **revisited but not repeated.**	Revisiting key areas is crucial to allow students to build their learning. However, this should not be a case of repeating the same content as this is not challenging our students.	All heads of department are subject experts in their area and build curricula which revise and not redo
9	Allow for **natural links** across subjects to be made.	Subjects can support each other with learning, for example, the physics teams by the knowledge in mathematics, the common thread of British values and careers… These links need to be natural and not forced for their success.	Whole school CPD and also through collaborative projects. Time is allocated for this throughout the year.

Our Curriculum Vision

The curriculum at Warblington School is designed to provide all students with a high quality education appropriate to their needs, in order to prepare them academically, socially and personally for the opportunities, challenges and responsibilities of further or higher education, employment and adult life.

We believe all our students are entitled to a broad and balanced curriculum that challenges their individual abilities; is relevant to their experience and present needs; is inclusive; has application and value in the world outside the school and promotes traditional British values. The recognition of students as individuals demands approaches to teaching and learning that will engage and enthuse all our young people, including those with special educational needs.

Promoting high quality teaching and learning is the school's highest priority.

Information, communication, new media and digital technologies are integral tools of teaching and learning in all curriculum areas.

Our curriculum therefore aims to:

- provide entitlement to a coherent, broad (meaning a large range of subjects) and balanced (the amount that is given over to each subject) curriculum
- provide a balanced approach to religious education which is broadly Christian but respects and encompasses all major world faiths
- instil in our students a positive disposition to learning and a commitment to learn
- promote and pass on essential knowledge, skills and understanding valued by society to the next generation
- be relevant to our students and prepare them for the here and now, for the next phase of their education, and for their future
- widen horizons and raise aspirations about the world of work and further and higher education
- make our students more aware of, and engaged with, their local, national and international communities
- help students recognise that personal development is essential to wellbeing and success
- allow every student to make the relevant progression from the primary phase to the post-16 phase - particularly in the core areas of English, Mathematics and Science.

Our Curriculum Offer (As of September 2024)

Key Stage 3 (Years 7, 8 & 9)

We offer a full range of National Curriculum subjects
Range of mixed ability groupings and settings
Intervention slots
Mastery curriculum
Aiming for everyone to be at least secure

Key Stage 4 (Years 9, 10 & 11)

Core subjects

- English Language & Literature
- Mathematics
- Science
- PE
- Religious Studies

Option subjects

- French or Spanish
- History, Geography, RE
- Digital Literacy, Computer Science, Business Studies
- Art, Photography, Drama, Catering, Dance, Music, Textiles, Dance
- PE

Subject Curricula

Our central aim is to ensure that all students at Warblington School achieve the highest standards of which they are capable. These standards will apply to all that our students do, whether in the classroom, on the sports field, in concert or on stage, or in the extensive range of other opportunities we offer to students at all stages of their education

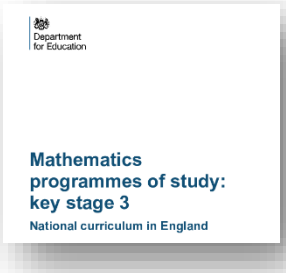
The achievement and attainment of our students often hinges on how well the lessons or sequence of learning has been considered and planned. An expertly planned lesson is primed for effective delivery that will drive learning and student outcomes.

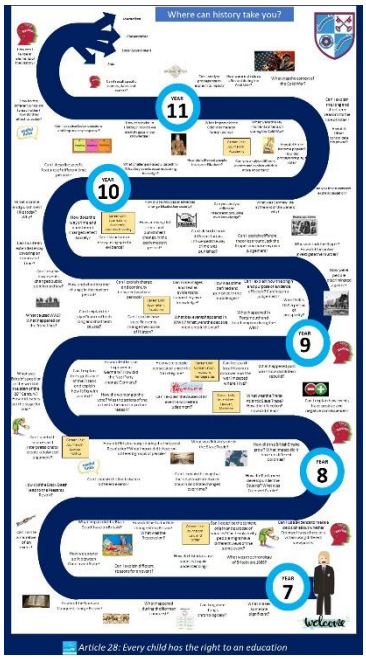
Subject Knowledge

Deep subject knowledge forms the basis of our planning process and ensures teachers know how to put strategies for 'support' in place (for those needing additional help to secure attainment) and strategies for 'stretch' in place (for those needing additional help to achieve beyond current attainment). Lessons are planned to ensure all learning time is effective and progress is made in line with the learning intent. Over the last three years, individual subjects have mapped the five year journey of their curriculum. The focus has been on ensuring:

- The adherence to the National Curriculum at KS3.

This led to a restructuring of our options process to allow more time to study those topic in depth.





•The sequencing of the learning

Careful identification of prior learning and future learning were also considered. The KS2 curriculum formed the basis for starting points in year 7. This sequencing of content means students are able to build deeper understanding.

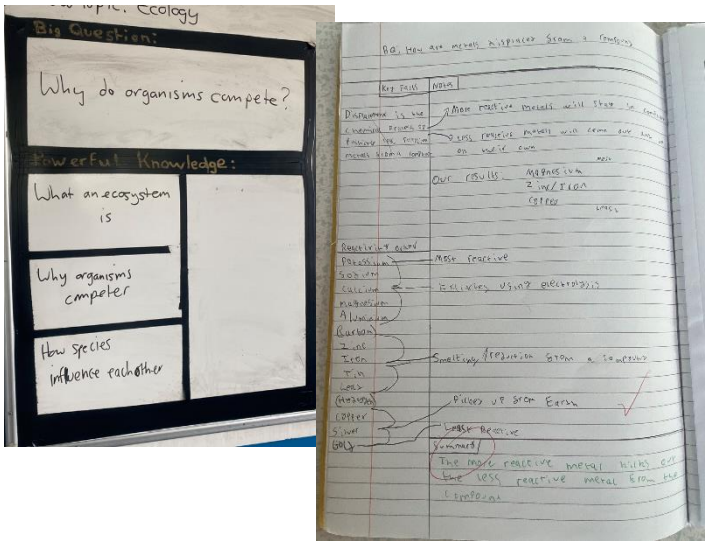
•Knowledge is key

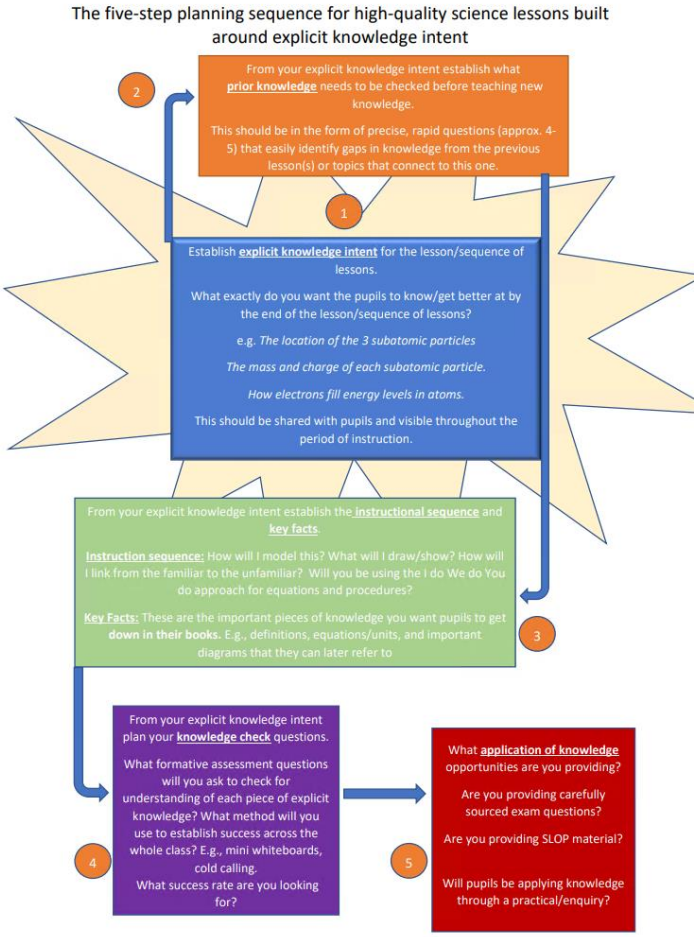
We have often spoken of knowledge being a 'Jenga' tower – where there are gaps, it leads to the tower becoming unstable. Knowledge organisers are produced for each unit, ensuring that teachers have carefully thought about what the key knowledge that need to be remembered is how this builds in future learning.

For more information on subject areas and to see the curriculum roadmaps for every subject, please visit our website

CASE STUDY: Science

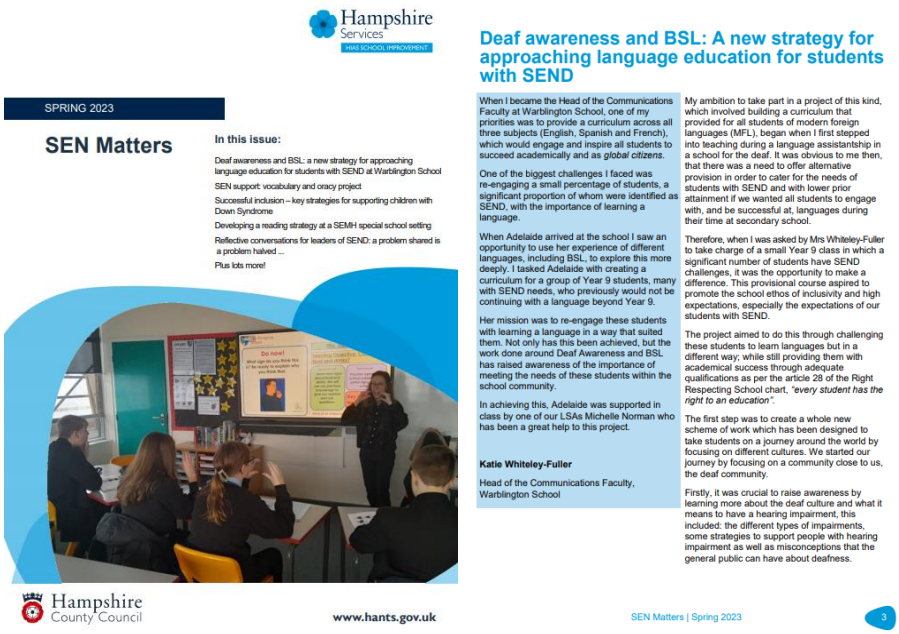
In science, they use 'Powerful' or 'Explicit' Knowledge to help shape what the department want students to learn, remember and understand.





Ensuring the curriculum meets need

The golden thread that is considered throughout the structural planning is the access and support required for our SEND learners, enabling their specific needs to be met alongside the broad needs of all other children. The school constantly adapts to the need of the young people they serve and this was recognised by Hampshire in their recent SEND Matters publication.



Hampshire Services
HIAS SCHOOL IMPROVEMENT

SPRING 2023

SEN Matters

In this issue:

Deaf awareness and BSL: a new strategy for approaching language education for students with SEND at Warblington School

SEN support: vocabulary and oracy project

Successful inclusion – key strategies for supporting children with Down Syndrome

Developing a reading strategy at a SEMH special school setting

Reflective conversations for leaders of SEND: a problem shared is a problem halved ...

Plus lots more!

Hampshire County Council

www.hants.gov.uk

Deaf awareness and BSL: A new strategy for approaching language education for students with SEND

When I became the Head of the Communications Faculty at Warblington School, one of my priorities was to provide a curriculum across all three subjects (English, Spanish and French), which would engage and inspire all students to succeed academically and as *global citizens*.

One of the biggest challenges I faced was re-engaging a small percentage of students, a significant proportion of whom were identified as SEND, with the importance of learning a language.

When Adelaide arrived at the school I saw an opportunity to use her experience of different languages, including BSL, to explore this more deeply. I tasked Adelaide with creating a curriculum for a group of Year 9 students, many with SEND needs, who previously would not be continuing with a language beyond Year 9.

Her mission was to re-engage these students with learning a language in a way that suited them. Not only has this been achieved, but the work done around Deaf Awareness and BSL has raised awareness of the importance of meeting the needs of these students within the school community.

In achieving this, Adelaide was supported in class by one of our LSAs Michelle Norman who has been a great help to this project.

Katie Whiteley-Fuller

Head of the Communications Faculty, Warblington School

My ambition to take part in a project of this kind, which involved building a curriculum that provided for all students of modern foreign languages (MFL), began when I first stepped into teaching during a language assistantship in a school for the deaf. It was obvious to me then, that there was a need to offer alternative provision in order to cater for the needs of students with SEND and with lower prior attainment if we wanted all students to engage with, and be successful at, languages during their time at secondary school.

Therefore, when I was asked by Mrs Whiteley-Fuller to take charge of a small Year 9 class in which a significant number of students have SEND challenges, it was the opportunity to make a difference. This provisional course aspired to promote the school ethos of inclusivity and high expectations, especially the expectations of our students with SEND.

The project aimed to do this through challenging these students to learn languages but in a different way; while still providing them with academical success through adequate qualifications as per the article 28 of the Right Respecting School chart, "*every student has the right to an education*".

The first step was to create a whole new scheme of work which has been designed to take students on a journey around the world by focusing on different cultures. We started our journey by focusing on a community close to us, the deaf community.

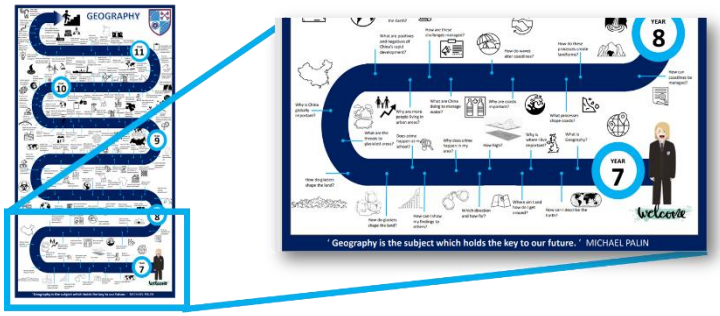
Firstly, it was crucial to raise awareness by learning more about the deaf culture and what it means to have a hearing impairment, this included: the different types of impairments, some strategies to support people with hearing impairment as well as misconceptions that the general public can have about deafness.

SEN Matters | Spring 2023 3

Curriculum Roadmaps

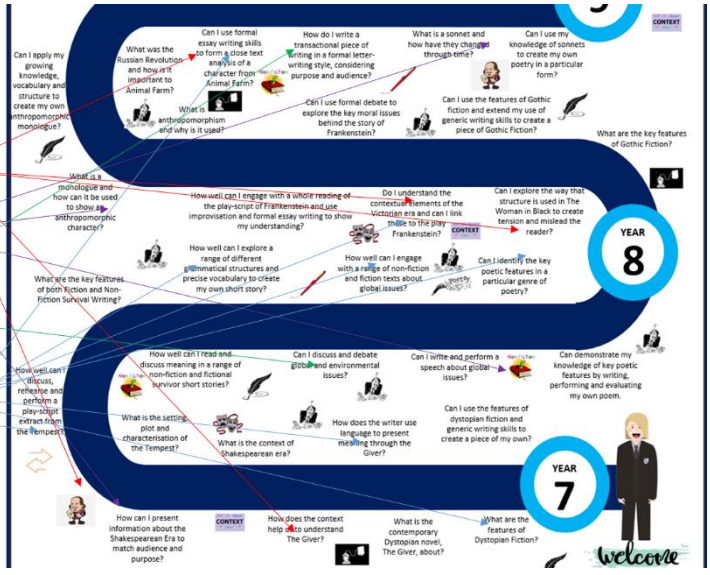
Curriculum roadmaps are displayed in every curriculum area, highlighting the pathway their subject will follow and linking to future jobs.

They show how the learning journey is mapped out in each subject and allow learners to track their journey. These roadmaps constantly change and adapt depending on cohorts.

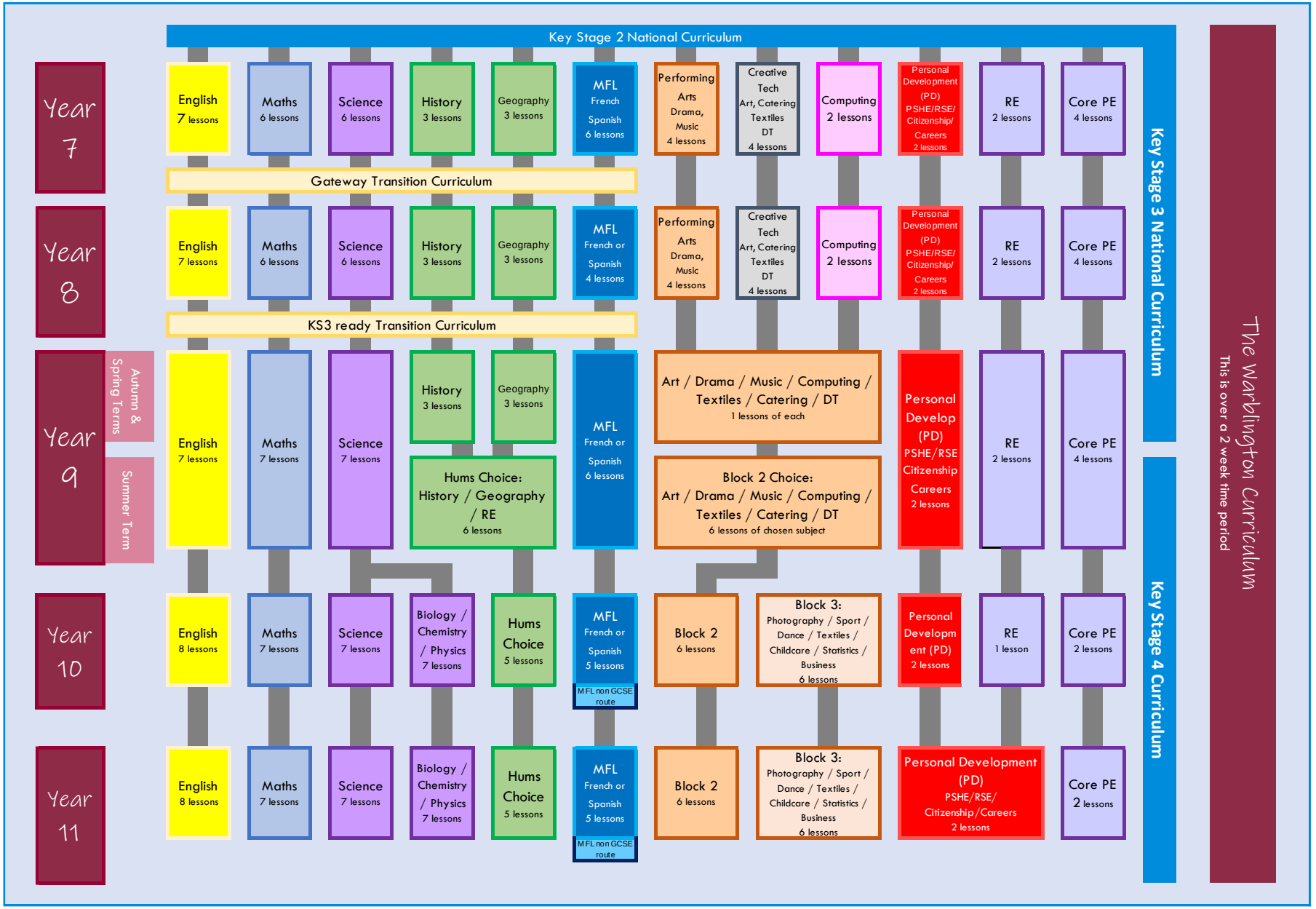


An example of a curriculum map for English and the way this has been carefully linked back to the school curriculum vision is demonstrated below.

English aspires to be an outstanding department that promotes life long readers and nurtures a love of literature as well as ensuring that students are well prepared for their examinations and the future study of English based courses and careers. We aim to encourage an appreciation of the power and beauty of words and the ways that words can be used to ensure all voices are heard and all ideas are understood.



The 5 year curriculum coverage plan



Enrichment / PDL Curriculum Overviews

Each Wednesday morning, we dedicate one hour to actively teach our enrichment curriculum, which covers key areas of the relationships and sex education curriculum, diversity and equality, careers and safeguarding.

Enrichment Rotation – Diversity and Equality

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	What is "diversity" and how does it affect our lives? (R24)	How does the Government protect us and how do they make their Laws? (L5)	What are the Human Rights for children? (L5)	How can we tackle discrimination of sex, gender identity and sexual orientation? (R26)	What are the origins of Pride? How does this initiative raise awareness? (R25)	BLM – what are the origins?	How well can I plan and present my own awareness event? How can we be more 'diversity aware'?
Year 8	What is Bigotry? An exploration of prejudice.	What are Human Rights? The 30 human rights explained	How to protect yourselves. What happens when human rights go wrong.	Disability stereotypes. How disabled people are portrayed in the media. How our opinions are formed	Challenging Stereotypes How the equality act has challenged stereotypes	Sexual Orientation How different people have different sexual orientations and what they are.	Sexual identity What is the difference between sex and gender?
Year 9	Stereotypes- How different groups feel they are perceived. How stereotypes may be a factor in employment	Discrimination-looking at law around discrimination and our own prejudices	Bullying- Focus on Katie Price and Harvey speaking out against trolling. Different types of bullying	Child sexual exploitation- CEOPS video story about older teenager exploiting younger group. Comparison of 'normal' teenage relationship and exploitation	Exploitation and trafficking Looking at types of exploitation, how and why people are trafficked and sectors they may be working in.	Use of social media Looking at acceptable use, why different view points are helpful but should not be offensive or discriminatory	Bias in social media Looking at how the same story or images can be presented in other ways. How we should check facts
Year 10	What is Extremism?	What is religious extremism?	Does religion cause extremism?	In what ways are we prejudiced?	How can we prevent extremism?	What is a cult?	How can we protect ourselves and others from cults?

Enrichment Rotation – Relationships and Sex Education

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	Puberty Physical and emotional changes	Puberty (Girls: Periods)	Hygiene	Fertility	Self-Esteem	Peer Pressure	Sexual Pressure
Year 8	Health affected by choices – Physical, sexual, reproductive health and well being.	Health affected by choices - Mental and emotional Health.	Consent	Understanding peer pressure – sexting.	Managing sexual pressure including resisting pressure and not pressing others.	You have a choice.	Recap, presentation, assessment.
Year 9	Positive relationships	Consent What is consent? Choice to have sex	Contraception	STI's	Pregnancy & Miscarriage	Alcohol, Drugs & Risky Behaviour	Assessment
Year 10	Teen pregnancy	Fostering and adoption	Termination of pregnancy	Support for unintended pregnancy	HIV/AIDS	IVF	Alcohol & risky behaviour

Enrichment Rotation – Safeguarding

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	General Safety Travelling to school, stranger danger (who to trust), how to report concerns about self and others	Healthy Lifestyles & Importance of exercise Hygiene	Self Esteem (bullying) Peer on peer abuse	Online Safety Send me a pic resources	Online Safety Send me a pic resources	What is stress Introduction to Mental Health	Basic First Aid and CPR
Year 8	Safeguarding	Confidence and Self Esteem	Peer Pressure Peer on Peer	Drugs and Alcohol	Mental/Emotional Health 'Anxiety' What is stress	Online Safety Live Streaming, Charlie's Story	Online Safety Live steaming, Charlie's story
Year 9	Online Safety First to a Million	Online Safety First to a Million	Sexually explicit material v real life	Consent Peer on Peer	Manipulation, coercion, persuasion	Managing Mental Health	Organisations to support divorce, separation, bereavement
Year 10	Stress, anxiety, depression	Managing stress	Online blackmail	Body image (to include online)	Body modification	Healthy v unhealthy relationships	Substance Misuse

Enrichment Rotation – Relationships

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Year 7	Different types of stable relationships and benefits to human happiness. Mental Health	Unhealthy relationships – abuse, bullying	Gender stereotypes	Managing online friendships Kindness	Marriage and the benefits, legal rights and other ceremonies.	Self-esteem – A good Relationship with your self Healthy Boundaries	Benefits of intimate relationships – consent etc
Year 8	What is meant by the word relationship?	Roles and responsibilities when providing role models for relationships	Gender stereotypes	Benefits and challenges of social media. What are the online risks involved?	Sexual bullying. What is the impact of inappropriate sexual behaviour?	Legal, emotional and social consequences of sharing sexual images	Meaning and importance of consent in a relationship
Year 9	What makes a healthy and unhealthy relationship and how can we recognise the difference Gender stereotypes	Negative impacts caused by unhealthy relationships and why is domestic violence so rife between young couples? Gender stereotypes	Gender stereotypes, media distort ion and social and personal relationships impact	What makes a dominator and what makes a friend, 'gas lighting' and toxic relationships and impacts on self. Self-love and wellbeing. Gender stereotypes	Peer pressure, how can peer pressure be associated with sexual activity? How can I respond to sexual peer pressure? Gender stereotypes	Sexting, sharing images and the emotional and legal consequences. Resisting peer pressure Consent, meaning, impact, 'expect respect' and the law on relationships.	

Year 10	What makes a healthy and unhealthy relationship?	What is peer pressure and consent?	Harassment and rape	Grooming and child exploitation?	Domestic abuse	FGM Honour based violence	Forced marriage

Enrichment Rotation – Careers

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**	**Lesson 6**	**Lesson 7**
Year 7 - *The world of work*	Why school? **(GB 2)**	The world of work **(GB2)**	Why work?**(GB 5/6)** / Budgeting	Stereotyping	Employability Skills	Career Coach **(GB 2 & 3)** SE 1 & 2	LMI **(GB 2)** - focus on FE & HE SE 1 & 2
Year 8 - *Commence the journey - who am I*	Planning for year 8 & Changing world of work **(GB 2)**	Decisions post -16 SE 1 & 2	Employability Skills	The reward for work (pay)	Career Coach **(GB 2 & 3)** SE 1 & 2	Encounters with employers **(GB 5/6)** / Apprenticeships	Encounters with HE / FE **(GB 7)** / Apprenticeships
Year 9- *Building aspirations and exploring career opportunities*	Your future life after school	Career Coach & eclips SE 1 & 2	Employability Skills - Career Passport	Employability Skills - Career Passport	Health & Safety	Stereotyping	Work Experience Prep **(GB 6)**
Year 10 - *Identifying choices and qualifications. Self presentation and what employers want*	Encounters with HE / FE *Virtual* (GB 7) HSDC presentation. Year 8 Lesson 2 Module 1 (SE 1 & 2)	*Employability Skills - general Year 8 lesson 3 & booklet Modules on Skills*	Encounters with HE / FE *Virtual* (GB 7) Online research - post -16 options SE 1 & 2	Interview & CV writing (GB 5) Booklet SE 3	Interview & CV writing (GB 5) Booklet SE 3	Work Experience Prep (GB 6)	Work Experience Prep (GB 6)
Year 11 - *Seeking help and making* plans and applicat*ions*	Safeguarding - whole school	Skills & Qualities. What are your options ?(GB 2)	Encounters with HE / FE *Virtual* (GB 7) SE 1,2 & 3	Employability Skills CV & Interviews & applications SE 3	Personal Finance	Money & completion of Warblington Careers passport	Learning how to revise

Tutor Time Curriculum

Tutor time is first thing in the morning and plays a critical role to check that students are 'Ready to Learn' during the day. Equipment and uniform checks take place in all tutor bases prior to the taught tutor programme beginning. This is also the time our assemblies take place. On a Friday, students meet their tutors just before period 5 to enable a reflection of the week and to enable celebrating the successes in learning during the week.

Students meet their Tutor first thing every morning to check in and ensure that uniform and equipment is correct using the Ready to Learn procedure for monitoring.
Tutor sessions are planned for each day and all assemblies take place during this time.

Motivational Monday/Tuesday - Uniform & Equipment check and attendance celebration alongside a wellbeing check in.

Head of House Assembly - Opportunity to celebrate success, motivate students and look at the 'wider world'. Themes for assembly have been planned by all house leaders to ensure consistency in the messages being delivered.

What in the World – Personal Development sessions planned to support students' well-being and understanding of world topics / issues

Numeracy - Tailored year group interventions to promote progress in Math
On a Friday, students meet their tutors during pm tutor time to enable a check out time and to enable Ready to Learn celebrations and Tutor activities.

Week A	Paxton	Norris	Stowe	Mitchell
Monday	Assembly	Motivational Monday	Motivational Monday	Motivational Monday
Tuesday	Motivational Tuesday	Assembly	Numeracy	What in the World 1
	Wednesday Wellbeing – *Year 7 Assembly** Year 10 from Autumn 2			
Wednesday	Numeracy	What in the World 1	What in the World 1	What in the World 2
Thursday	What in the World 1	Numeracy	What in the World 2	Assembly
Friday	What in the World 2	What in the World 2	Assembly	Numeracy

Week B	Paxton	Norris	Stowe	Mitchell
Monday	Assembly	Motivational Monday	Motivational Monday	Motivational Monday
Tuesday	Motivational Tuesday	Assembly	Numeracy	What in the World 1
	Wednesday Wellbeing – *Year 11 Assembly*			
Wednesday	Numeracy	What in the World 1	What in the World 1	What in the World 2
Thursday	What in the World 1	Numeracy	What in the World 2	Assembly
Friday	What in the World 2	What in the World 2	Assembly	Numeracy

Our Curriculum Leaders

Mr Turner & Miss Durow
Head(s) of Mathematics

Mrs Whiteley-Fuller
Head of Communications

Mr Doe
Head of Science

Mrs Woodford-Richens
Learning Lead of Humanities

Mrs Griffin
Learning Lead of PE

Mrs Whiteley-Fuller
Learning Lead of Performing Arts

Mr Chate
Learning Lead of Creative and Technical

Subject Snippets Part 1 – English, Science, Maths and Careers	Subject Snippets Part 2 – History, RE, MFL, Geography, Student Hub & Gateway	Subject Snippets Part 3 – PE, Music, Drama & Dance	Subject Snippets Part 4 – Photography, Art, Food Technology, Textiles and Computing
Link here	Link here	Link here	Link here