MARSHFIELDS SCHOOL CURRICULUM 2023-24

### Intent

At Marshfields School we aim to prepare our young people for the opportunities, responsibilities, and experiences of adult life through spiritual, moral, cultural, emotional, academic, and physical development. We believe that learning is an enjoyable, lifelong process and we will inspire, challenge, and support our students by recognising individual needs and talents. By providing a broad and balanced range of learning experiences we will encourage all students to achieve their potential and exceed their expectations.

Marshfields offers equal opportunities to every child from all backgrounds, regardless of gender, beliefs, sexuality, disability, and ethnicity in all aspect of the curriculum and school life.

We aim for our curriculum to:

• develop literacy, numeracy, ICT, and oratory skills.

• develop self-confidence and raise self-esteem.

• develop emotional literacy and social skills.

• develop cooperative skills and a mutual respect for the needs and rights of others.

• promote self-discipline, intellectual challenge, high expectations and independent enquiry.

• acquire the knowledge and skills relevant to adult life and employment.

Delivery

The curriculum that is delivered each year varies in each subject depending on the cohorts of students that are currently on roll at the school. Each subject area meticulously plans out it year and the topics to be covered each Summer paying close attention to the requirements of the National Curriculum at both Key Stage 2 and Key Stage 3. These plans are then translated into termly curriculum maps for both Key Stage 2 and Key Stage 3 and communicated with parents at the start of every term. Key Stage 4 and Key Stage 5 curriculum maps follow the published awarding body specifications for the qualifications being studied in that subject.

Primary Curriculum

The Primary Curriculum at Marshfields is topic based with subjects being taught linked to themes and using key, high quality, texts. Although there is a focus on developing literacy and numeracy skills, including phonics, a broad and balanced curriculum is delivered which includes specialist teaching in some areas such as Art, Forest School, and PE.

In Year 3 the curriculum and learning linked to it form a EYFS style approach due to the nature of the learners in Year 3. Learning does include numeracy, phonics and early reading alongside more experiential learning including teaching students how to work as a team, independence skills etc.

In Year 4-6 there is a rolling program of topics with different texts identified for each year. The texts and themes for each year group at Key Stage 2 can be found on the afore mentioned termly curriculum maps that are created and communicated with parents.

English

Texts used during English and the wider curriculum themes include Elmer, Six Dinner Sid, Owl Babies, Mrs Armitage on Wheels, Mr. Gumpy’s Outing, Whatever Next, Beegu, Where the Wild Things Are, The Rainbow Fish, The Tiger Who Came to Tea, Avocado Baby, Handa’s Surprise, Rosie’s Walk, On The Way Home, Lost and Found, The Gruffalo, The Very Hungry Caterpillar, Hairy Maclary, Brown bear Brown bear, Come on Daisy, Dear Zoo, The train ride, The elephant and the bad baby, We’re going on a bear hunt, Can’t you sleep little bear, Peace at last, Goodnight moon, Japer’s bean stalk, Each peach pear plum, Shhh, Hug, You choose and Dogger.

Early reading and writing skills, including phonics, are taught as well as reading and writing for different purposes including stories, instructions, recounts, letters, and factual writing.

Maths

Areas of math’s covered include Number and place value, comparing, more and less, addition and subtraction, multiplication and division, shape, measures, money, and data. White Rose Maths is used to support the planning and progression of skills using a mastery approach that starts in the concrete – objects and hands on, moves to pictorial – models and images and finally abstract – formal calculation formats.

Science

During each theme a range of science topics are covered. These include Animals including humans, Magnets, Light, Floating and sinking, Materials, Plants, Rocks, Habitats, Food and food chains, Life cycles and States of matter. Working Scientifically is a continuous feature to support questioning skills, developing ideas and independence.

Humanities

Humanities are taught linked to the termly theme and books as well as seasonal celebrations linked to a range of faiths and beliefs. Areas covered include The Local area, Changes over time, Events/people in the past, Different countries, Weather, Old and new, Maps, where food comes from and Buildings and places, Land use, Past and present, unfamiliar places, Homes and celebrations and beliefs.

Performing Arts

Music, dance and drama are built into the curriculum to support and enhance learning around the themes. Drama to retell and act out stories, Movement to music, using instruments to create sounds, Listening, and responding to music and performing including singing.

Computing

Computing in used across the curriculum to support learning and provide a range of ways to demonstrate and present learning in other subject areas. This includes developing keyboard skills, how to use the internet to research and how to use pictures and text to create documents.

Art

Throughout the year, Key Stage 2 students are encouraged to develop their control, technique and creativity when experimenting with different art skills and various art materials.

Key Stage 2 projects focus on a theme and are devised to introduce students to artists / art movements and cultures throughout history. In their sketchbooks, students research their theme, practice art techniques and plan their final artworks. Key Stage 2 projects include: Yr3 colours in nature, Yr4 pirate seascape collage, Yr5 animal habitat painting, Yr6 patterns & colours in Islamic art

Food

In Key Stage 2, we follow the whole school’s thematic approach to teach the national curriculum. This creates important links across the school’s curriculum supporting a holistic learning program.

Each topic is internally assessed through a variety of methods including work in lessons, practical tasks, projects and linking to the whole school assessment package.

The Food Technology curriculum has been written to meet national curriculum standards and is bespoke for Marshfields students. The learning journey is designed to support pupils in exploring food and food concepts and key skills in preparation to begin KS3 Food Technology.

ENGLISH

KEY STAGE 3

Year 7-9 focus on core Literacy skills alongside the main English curriculum. This is supported with a range of carefully selected fictional and non-fiction texts. Within the schemes of learning we incorporate activities such as spelling, grammar and punctuation, phonics, writing, speaking, and listening, drama games, improving writing techniques, celebration of written work, guided reading, reading comprehension, kinesthetic activities, art and craft and shared reading.

Assessment:

**“What we are learning” grid assessment criteria** at the end of each (roughly 6 week) curriculum topic to ensure content and specific learning goals for that topic have been met.

Ongoing formative assessment through books and activity in lessons of:

* ‘I can’ statements that link to Bsquared progression steps
* Bsquared progression steps skills link to the assessment of Reading, Writing and Speaking and listening skills.
* Depending on the class’s need and alongside the support of our Literacy Intervention Lead, we assess phonics, high frequency words, common exception words and spelling assessed and recorded in the SPAG Markbook grids alongside Bsquared assessment.
* Reading ages assessed within English Lessons. Salford Reading Test implemented by Literacy Intervention Lead.

Why do we teach this subject?

To enable communication and functioning in an English speaking and writing society; the

acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

KEY STAGE 4

The primary focus of our KS4 curriculum is Functional Skills Entry Level English. This change came after review of our students’ next steps, with colleges and workplaces requiring a more Language centered qualification. During year 10 we deliver two English Language lessons a week, which are given to the study and preparation for Functional Skills. The third lesson of the week is devoted to English Literature and completion of coursework units for WJEC Entry Pathways Additional English. Our department ethos is to deliver an offer of literature that is aligned with mainstream curriculum but delivered with adapted texts and highly differentiated resources. Functional Skills works as an on-demand assessment course. We deliver the course over 2 years of KS4 with mock assessments in year 10 and controlled assessments in Year 11. If pupils’ progress data show a need to move assessment dates, we will make changes to assessment dates to support pupils’ success through the course.

**Functional Skills English Entry Level 1-3 & Level 1**

Year 10 – Reading and SLC Year 11- Writing, SLC and resits

**WJEC Additional English Pathways Entry Level 2-3**

Year 10- Exploring Narratives (Noughts and Crosses, Hostage , Dr Jekyll and Mr Hyde)

Exploring Audio Visual (Hunger Games, Big Hero 6, Eddie the Eagle)

Exploring Shakespeare (Much Ado about Nothing, Macbeth)

Exploring Poetry (War and conflict poetry: Manhunt by Simon Armitage)

Year 11- Exploring Film Genres (Media unit)

Creating Narratives (optional unit)

Coursework catchup

What are the assessment requirements for the course?

* At Entry Levels – internal controlled assessments once the student is deemed ready.
* At L1 & L2 – On demand external exam paper once the student is deemed ready.
* The exam board is Edexcel/Pearson Functional Skills English

These qualifications are continually assessed. All careers and all college courses require some level of Functional Skills English qualification. The subject enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.

Additional English Pathways is a 100% coursework-based qualification including internally assessed and moderated units of work (at the completion of Year 11). Sample units are then sent for External Verification. SPAG + Functional Skills English is assessed through internal controlled assessment at Entry Levels and external on-demand examination at L1. 3 components must be passed – Reading/Writing/Speaking & Listening. These are Pearson Edexcel qualifications which include a Functional Skills exam sat as each student is ready. A student can leave Marshfields with a full award or continue their Functional Skills study at College.

There is also ongoing formative assessment through books and activity in lessons of:

* Assessment of Reading, Writing and Speaking and listening skills as a continuation on from Bsquared assessment.
* Phonics, high frequency words, common exception words and spelling assessed and recorded in SPAG Markbook grids with the support of the Literacy Intervention Lead.

POST-16

In Post-16 we deliver Functional Skills English E1 – E3 & L1—L2 which includes reading, writing, and speaking and listening. This is a Pearson Edexcel course at L1 and L2 and is assessed continuously. All careers and all college courses require some level of Functional Skills English qualification.

 We teach this course because:

* It enables communication and functioning in an English speaking and writing society; the acquisition of literary knowledge; the understanding of spoken and written language; the ability to read and write for function and enjoyment.
* English makes a unique contribution to the curriculum:
* It develops an appreciation of English Literature.
* It develops an enthusiasm for the written and spoken word.
* It helps build communication skills and the ability to express opinions in a succinct way.
* It offers students opportunities to study authors and learn the purpose of their work.
* It offers students opportunities to perform in plays and to use role play, speech, and presentation skills.
* It supports every other subject regarding spelling, punctuation, and grammar.
* It supports the improvement of whole school reading and every student’s reading skill.

READING

Reading is taught both discretely and as an integral part of the curriculum. Students are

encouraged to become confident, enthusiastic, reflective, and independent readers. They

experience print in variety of forms and for a variety of purposes and learn to read for

enjoyment, information, and interest. Our aim is for students to participate in shared reading,

peer reading, guided reading as well as individual reading. Through these, the students are

encouraged to decode text in a variety of ways, such as in the use of phonics. In addition to

this, they are shown how to and attempt to derive meaning from texts. Students are

encouraged to share personal preferences and opinions about books.

Teachers are encouraged to pitch their teaching at the appropriate phase for their children. In addition to phonics, children are also encouraged to recognise high frequency words by sight. This may be done using flashcards, word walls, reading books and matching word families around the school. The Literacy Intervention Lead support teachers and pupils with phonics assessment and where gaps in students’ phonological awareness are identified, individual targets and recommended practice are recorded in the English SPAG Markbooks. The Literacy intervention team also takes elements from the Ruth Miskin program Read, Write, Inc. and Dockside Books support students to make progress with phonics.

Students have regular access to a well-resourced library within the school. It has a wide range of resources in a variety of media organised into Fiction and Non-Fiction sections. In September 2021 we introduced a library system of book banding. The Accelerated Reader programme has been successful, but we have adapted our approach and culture of reading. The change was prompted by the redesignation of our school as a centre for SLD. We needed a reading system in school that promoted reading for pleasure and allowed continuity and familiarity of a banding system students are exposed to in other settings. The bands are linked to phases of phonics and reading for pleasure is encouraged over the old culture of comprehension quizzing. The library will evolve to become the Learning and Resources Centre with ICT and books available for students throughout the day. A relaxing and calming space has been created for reading for enjoyment and pleasure.

The library stocks an extensive selection of books banded between 0-16 and a ‘free reading’ section. All students are then encouraged to select, borrow, and then return the books, reflecting a real-life scenario. They are also encouraged to take these books home to share with parents/carers/siblings. Students will also take part in book events such as World Book Week.  The events held during this week continually enthuse our students to develop their passion for books.

**Reading Assessment**

Salford Sentence Reading Test

We assess reading ages and advise book banding through Salford Sentence Reading testing. This is facilitated by Andrew Sykes as Intervention Lead and completed termly. Testing is facilitated during English SPAG lessons at the beginning of every term.

Salford Sentence is a one-to-one reading test which provides standardised scores for reading accuracy, reading comprehension, and reading age.

From testing Andrew Sykes can share data with Tutors as to the appropriate banding for each reading age in their tutor group.

Reading time will continue in P1 Strategy time in form groups alongside PHSE. Targeted Literacy Strategy runs alongside this facilitated by the Intervention team. (Literacy strategies-based students EHCP targets)

Lexia

Lexia is a reading intervention programme that launched at Marshfields in September 2021 and has been instrumental in the reading progress of students at Marshfields. It has bene so popular, we even run Lexia as a lunchtime club! Based on student performance in an online program, Lexia alerts and recommends specific intervention and practice resources, with the intentions of closing the literacy gap of students who need support with their progress in literacy and reading. The programme provides data for different elements of literacy and provides a programme of work. Lexia sits as intervention tool withing our centre. We currently have 100 licences which is in rotation of targeted students.

Baseline

As part of Andrew Sykes’ Literacy intervention, Literacy Baseline assessment is completed for Year 3-7 starters. This baseline assessment enables Andrew Sykes to track starting and end points end of year 7 and KS3. Salford, HFW, phonics is assessed for all students and Lexia for students with significant barriers to literacy.

Book bag project

Successful Book Bag reading programmes ran in 2019-2020. We re-launched the project in 2022. Andrew Sykes selects material appropriate to students’ reading age and ECHP targets and the project is run and reviewed annually. Reading is encouraged at home with a parent, carer or sibling using a carefully selected range of books to support progress in phonics and reading (Read, Write Inc/ Dockside). We have seen increases in the students’ Reading Age and Scaled Score, and most of the students felt positive about reading with a parent/carer at home, feeling that it showed regular support and value to their efforts.

We know from other’s research into this area of reading skill development that the frequency of a positive reading experience is a major factor in increasing confidence. We also believe that enjoying and sharing the experience with a supportive adult or reading partner adds to the likelihood of retaining the decoding skills we all need to read effectively.

HUMANITIES

KEY STAGE 3

Our department’s ethos is to awaken a sense of wonder, inspire the imagination, encourage learners to engage with the world around them and the most important issues facing humanity, and to help develop the skills necessary to interpret and articulate the past and the present. We have ensured KS3 receives a balanced curriculum in Humanities with careful rotation of Geography, History and Religious Studies topics. Our purpose of study links closely to the KS3 National Curriculum framework whilst also trying to close the gap from KS2 learning for our learners with SLD.

In Geography we aim to inspire in pupils a curiosity and fascination about the world and

equip them with knowledge about diverse places, people, resources, and natural and human environments.

We aim to impart an understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

In History we aim to inspire pupils’ curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

We aim for pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between separate groups, as well as their own identity and the challenges of their time.

Our teaching of RS intends to support the development of students’ knowledge and understanding of the religions and beliefs which form part of contemporary society.

KEY STAGE 4

At Key Stage 4 students follow the WJEC Entry Level Qualification in Humanities. The topics are chosen according to the individual cohort on an annual basis but may include:

* Moral Issues
* Tectonics
* British and Non-British History
* Medicine and Health through Time
* Religious studies
* Taking a role in society
* Local history
* Tourism

This course is assessed continuously through oral questioning, observations, and teacher assessments. These are designed according to the individual needs in the class and Bsquared Progression steps. Humanities teaches many fundamental skills such as critical thinking, analysis, and creativity. This then can help provide a good basis for further learning in any subject or as a general life skill. Pupils can gain an Entry Level 2-3 qualification after submission of their coursework portfolio. We are also seeking to offer GCSE short courses in History/RS for our gifted and talented students in Humanities.

Humanities is taught to allow students to develop understanding and awareness of the world around them today and in the past. They will learn about people in their communities and other communities around the world. They will recognize that what has happened before them has shaped the world they live in today. They will develop key skills of enquiry, investigation, and critical thinking.

As a result of our curriculum students will learn to:

* Develop an awareness of the World around them recognising similarities and differences of locations and cultures.
* Identify and describe key events throughout British and World History and how they have shaped the Britain/World we live in today.
* Recognise own and others’ beliefs and values.
* Develop research and analytical skills.
* Promote a desire to ask why.

PERFORMING ARTS

KEY STAGE 3

Performing arts is an important part of the balanced curriculum offered at Marshfields. Dance, drama and music are taught as discreet subjects to all pupils in 9 and in 2023-2024, we are proud to offer and develop the Performing Arts curriculum to students in year 7 and 8. Pupils focus on developing the art of making, performing and responding across all 3 subject areas.

Each topic is internally assessed though a variety of methods including portfolio work, photographic evidence, and performance-based evaluations. The young person’s portfolio provides evidence of the journey made in Performing Arts and the skills which are transferable for each topic and other subjects. Students are also assessed along side Speaking and Listening criteria on Bsquared.

The Performing Arts play a hugely significant role in helping young people to develop their creative skills with others with confidence. While Performing Arts allow children to develop creative passions, they simultaneously teach young people language and communication skills, helping them to communicate effectively

Performing Arts not only allows you to express yourself but also helps develop life skills needed in your adult life.

* It helps young people develop skills in:
* confidence
* self-presentation
* teamwork and collaboration
* time management and organisational skills
* self-awareness
* self-discipline
* an open mind and the ability to move beyond boundaries and experiment with different ideas
* communication skills
* analytical, critical and research skills
* performance evaluation skills
* stamina

KEY STAGE 4

At Key Stage 4 we deliver the Level 1 Bronze Arts Award or Level 2 Silver Arts Award which requires students to build a portfolio of assessed work covering the following:

* Arts Inspirations
* Supervised Arts Leadership
* Participation / Performance
* Enjoying the Arts as an audience member
* Unsupervised Arts Leadership
* Participation/ Performance

The Bronze Award assesses young people in the following areas:

* Art form knowledge and understanding
* Creativity
* Communication
* Planning and Reviewing

Portfolio evidence starts to be collected from Year 10 and the moderator assesses in April of the young person’s year 11.

After this course, the student can go on to study a college a level 2/3 BTEC in different Performing Arts genres. Performing Arts provides the young person with broad skills that are in demand across all industries.

ART

KEY STAGE 3

Throughout the year, Key Stage 3 students are taught to express themselves through a variety of media including paint, collage, printing, mixed media & clay. Their themed projects link to artists and art movements, skills and traditions in art, and, the study of art throughout history, world cultures & societies.

**Yr7 artwork includes:**

* A contemporary group mural based on the Space artist Peter Thorpe and a clay alien pot.
* A mixed-media collage of jungle animals.
* An ancient Aboriginal Dreamtime project.
* A Matisse nature project producing a nature collage and a clay bowl shaped like a piece of fruit.
* Studying & designing modern architecture inspired by Hundertwasser.

**Yr8 artwork includes:**

* A Pop-Art painting & clay cupcake pot.
* A comic-style self-portrait inspired by Julian Opie.
* Studying Bronze Age artefacts & creating a woven paper mat, a Bell-Beaker style clay pot & an embossed metal disk.
* A contemporary sculpture project using mixed-media.

**Yr9 artwork includes:**

* A Surrealist self-portrait project and a photomontage collage discussing propaganda.
* A clay monster pot project.
* A traditional one-point perspective street-scene painting.
* A Land Art project examining environmental issues & constructing art using natural objects.
* A contemporary sculpture project inspired by the Burghley House Sculpture Garden trip.

Each topic is internally assessed through a variety of methods including:

* Individual sketchbooks & final pieces are marked; the marks are transferred to the B-Squared assessment grid at the back of the pupil’s sketchbook.
* On the B-Squared assessment grid, students are assessed how they: generate and develop ideas, handle equipment & use media, respond to artists and cultures, and execute their final artwork.
* Teachers assess sketchbook work by giving ‘What Went Well’ & ‘Even Better If’ comments. The ‘EBI’ comment involves a short task or skill for the students to complete at the start of the next lesson. On completing the ‘EBI’ task, students then ‘tick’ & initial their teacher’s comment.
* Students are assessed for their evaluations of final 2D, or 3D piece, and questions answered during the lesson. Pupils also self-assess & peer assess final artworks.
* Progress Log in the front of a pupil’s sketchbook showing their current & target level, media/skills practiced & homework’s completed for each term.

These topics ensure that students are prepared to follow the GCSE Art courses in Key Stage 4. Art is a form of communication using a variety of media which allows students to express their feelings through visual media.

KS4 & KS5 Art & Design

In Key Stage 4, we offer GCSE Art, Craft and Design or AQA Unit Awards.

In Key Stage 5 Art, we follow AQA Unit Awards. These courses develop students’ understanding of art, design, sculpture & photography throughout history, world cultures, religion & societies. Pupils complete themed projects linked to artists, art movements and cultures allowing pupils to communication their feelings through various visual media.

GCSE Art, Craft & Design

The GCSE Art & Design course we offer is through the Pearson’s Edexcel exam board.

Key Stage 4 students are taught to express themselves through a variety of media including:

* acrylic paint,
* silk-painting,
* lino & mono printing,
* mixed-media collage
* clay modelling & mixed-media sculpture,
* DSLR photography

The GCSE coursework portfolio is 60% of the final grade and the exam project is 40% of the final grade. The final exam project piece is made during a 10 hour exam.

Both coursework & exam project are marked using the same GCSE Assessment grid covering 4 areas:

* AO1 – Developing ideas through investigations, demonstrating & critical understanding of sources.
* AO2 – Refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
* AO3 – Record ideas, observations & insights relevant to intentions as work progresses.
* AO4 – Present a personal & meaningful response that realise intentions & demonstrates understanding of visual language.

Assessment: Coursework portfolio = 60%. Exam project = 40%.

KEY STAGE 4 & 5

In Key Stage 4 & 5, students may follow AQA Unit Awards in Art and Design to achieve a Level 1 or 2 qualification. Students are taught to express themselves through a variety of 2 dimensional and 3-dimensional media such as paint, silk-painting, collage, printing, mixed-media, clay & sculpture. Their themed projects link to artists, art movements and world cultures, in the past we have developed project work linked to:

* Natural Forms - Use of mark making and drawing, linked to showing a range of skills.
* Exploring Colours & techniques - producing a painting, silk painting & block print through the exploration of harmonious & complementary colours.
* Projects analysing & creating artwork inspired by a chosen artist.

Assessment: All projects are 100% coursework.

DESIGN TECHNOLOGY

KEY STAGE 3

Throughout Key Stage 3 students develop skills in:

* Basic hand tool skills and accuracy with measuring.
* Materials and techniques including how and where to use them.
* Looking at design from other cultures and time periods.
* Designing for the needs of others and how to make products others will want to own and buy.
* Critically reflecting and responding to peer-to-peer, teacher, and personal feedback
* Observing and recording design processes.
* Introduction to electronics, resistant materials (wood, plastic, metal) and graphics.  
  These skills are developed through the following projects:

**Year 7**

* **Hanging mobile** based on the planets and stars from the solar system – students learn about the different planets and their colours, reinforcing counting skills as well as fine motor skills when attaching the string and shapes together. Students use oil pastels as a medium to apply colour to each planet cut-out.
* **Memo board** based on animals – introduction to using coping saw and pillar drill safely, while concentrating on finishing techniques. Students look at examples of hand made products made and sold by others online, similar to the memo board.
* **Night light block** based on a series circuit – students are introduced to electronics in the context of DT. They learn about making 2D structures into 3D (tracing paper cubes for the casing of the lamp) and how to construct a basic circuit consisting of a battery holder, LED and copper tape. Existing products are analyzed to allow students to understand different types of power sources and the electronic components contained within them.

**Year 8**

* A **Wacky Races** car in the style of soap box cars – students take inspiration from a classic children’s cartoon to design and make their ‘wacky race car’ out of cardboard and decorate it, making it as wacky as possible. Students experience working as a team and how to share the workload.
* A **T-shirt** in the style of Keith Haring – students learn about the graffiti artist Keith Haring and brainstorm possible target market groups. Students use a mixture of hand drawn and computer generated images to create their Haring-inspired art work, which is then printed in T-shirt transfer paper. Students understand the advantages and disadvantages of using ICT to design a product as well as one-off, batch and mass production.
* **Light up Face** – students explore electronic components and are able to categorise functions on products as inputs or outputs. This develops from the Night Light in Year 7 by introducing parallel circuits. Using available material such as MDF, students mark out, cut and shape their desired ‘face’ design by selecting images of their favourite characters on TV and incorporating 2 or more LED lights into the wood-based cut out. The circuit is assembled using copper tape, battery holder, 2 LEDs and an optional switch.

**Year 9**

* **Medieval Shields** – students research into Medieval times and look at the armour worn by knights. Students used greyboard to make a shield design template and then used modern day emblems and images to personalise their design. The whole shield was finished using a mixture of paint, oil pastel and felt pens.
* **Viking Jewellery** – students are introduced to metal work and looked into Vikings and other cultures to find out what the jewellery looked like at the time. Students then designed and made their own jewellery through the process of pewter casting. A mould was made from MDF and students poured molten pewter into the moulds. There was an emphasis to get the jewellery polished to a high standard that could be a sellable standards.
* **Jitterbug –** students analyse products that contain motors to produce their own jitterbug toy. Students develop their sawing and drilling skills when making the base of the jitterbug. They also use the glue gun to attach their components to the base, which are then connected to each other with wires. Students solder the components together and produce the outer design using a range of found materials and textiles.

Assessment begins from lesson 1. Students are marked on problem solving, recall of taught information and skills, tool skill, imagination and build quality of finished products. The curriculum is designed to prepare students for the GCSE 3-Dimensional Design course which involves the students planning and designing a product that fits to a client’s brief.

DT is delivered to give the students the ability to understand how and when to change the shape of the objects and materials around us is vital.  We can make things we need, mend things we value, help others and work in groups to solve problems.  We can understand how best to use the world’s resources and understand why the things we buy and use look and behave the way they do.  We can make good decisions on what we should buy and use.

The curriculum builds students’ confidence in making decisions and learning from situations where the unexpected happens and we need to review and look again at the things we have made.  We learn how to critically think, improve our problem-solving skills, and build on our imagination through taught skills and specialist equipment.

KEY STAGE 4

GCSE Art & Design - Three-Dimensional Design based in DT

In Key Stage 4 Design Technology we offer the GCSE course in Three-Dimensional Design, through the exam board Pearson Edexcel. The course develops students’ understanding of design throughout history, religion, world cultures & societies and allows them to communicate their feelings and ideas through various avenues. They also learn to understand the use of design in their culture, society & religion.

Students can explore their ideas through several design pathways, a few examples are below:

* Sculpture
* Ceramics
* Jewellery design
* Architecture
* Interior Design
* Product Design
* Design for theatre, film, and television

The GCSE coursework portfolio is 60% of the final grade and the exam project is 40% of the final grade. The final exam project piece is made during a 10 hour exam.

Both coursework & exam project are marked using the same GCSE Assessment grid covering 4 areas:

* AO1 – Developing ideas through investigations, demonstrating & critical understanding of sources.
* AO2 – Refining work by exploring ideas, selecting & experimenting with media, materials, techniques & processes.
* AO3 – Record ideas, observations & insights relevant to intentions as work progresses.
* AO4 – Present a personal & meaningful response that realises intentions & demonstrates understanding of visual language.

Assessment: Coursework portfolio: 60%. Exam project: 40%

FOREST SCHOOL: KEY STAGE 2 AND 3

Marshfields School is fortunate to be able to offer a Forest school experience for our KS2 and 3 students. Forest School focuses on recognising the social, emotional, and physical needs of our students through creating learner inspired activities based on providing a lifelong positive impact through our weekly sessions. The course is designed to help students build on skills such as working as part of a team and being able to carry out simple instructions safely, these activities will help to ensure that students will gain independence skills for the future.

Brief outline of the Forest School course:

Forest Schools is a process that happens over a prolonged period, and this is part of what makes it a unique educational approach, setting it apart from other outdoor learning. Over the course of the academic year, we aim for students to engage and establish relationships with self, peers, staff, and others as well as the outdoor environment. Through our weekly sessions students will take part in team building exercises. These will consist of shelter building and team games, learning how to safely manage and use tools, learning bush craft skills such as knots and fire lighting. As well as this, they will be given the opportunity to explore the environment around them by taking part in several holistic activities encouraging students’ curiosity, creativity, and natural learning, which in turn develops their psychological, social, and emotional growth.

FOOD: KEY STAGE 3

In Key Stage 3, students cover the key skills to create a firm understanding of food theory & origin, a healthy lifestyle and practical skills to enable students to prepare and store food in a safe and hygienic way.

Food Topics:

|  |  |  |  |
| --- | --- | --- | --- |
| Term | Year 7 | Year 8 | Year 9 |
| 1 + 2  Health & Safety | Kitchen Hazards,  Health and Safety  Food preparation | Recap on Kitchen Hygiene, Health, and Safety.  Food Storage,  Food preparation | Product labelling,  Food safety & preventing food poisoning,  Food preparation |
| 3 + 4  Origins of Food | Components of food,  Farmed & Processed  Agriculture,  Food preparation | Farming & Harvesting food,  External factors effecting farming,  Food preparation | Environmental factors,  Pollination for growing fruit & vegetables,  Food preparation |
| 5 + 6  Nutrition | Eatwell Guide,  Food groups,  Food preparation | Food groups,  Nutritional information & food labelling,  Food preparation | Healthy lifestyle,  Foods linked to medicinal benefits,  Food freshness,  Food preparation |

Each topic is internally assessed through a variety of methods including work in lessons, homeworks and practical tasks during food prepared by students.

The curriculum has been written to meet national curriculum standards outlined on the B-Squared assessment platform, and, is bespoke for Marshfields students. The learning journey is designed to support pupils in gaining the key skills and concepts in preparation to begin subject choices and qualification pathways in year 10 onwards.

FOOD: KEY STAGE 4

AQA GCSE Food Preparation and Nutrition is a 2-year course taken over years 10 and 11. Throughout their course, the specification sets out the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. The course involves competing coursework units which amount to 50% of the overall grade. At the end of the course, students will complete an exam covering the subject content: food preparation and skills. The exam is 1hour 45 minutes and amounts to 50% of the overall grade.

The majority of the specification is delivered through preparation and making activities. Students will learn to make the connections between theory and practice to apply their understanding of food and nutrition to practical preparation.

Topics and themes covered are:

1. Food, nutrition and health
2. Food science
3. Food safety
4. Food choice
5. Food provenance.

Assessment: Coursework folder: 50%, Exam: 50%

KEY STAGE 4: OPEN AWARDS HOSPITALITY AND CATERING

Hospitality and Catering is a 2-year course for year 10 and 11 students, which is solely assessed on students’ coursework folders. Throughout the course, students will develop an understanding of the day to day running of a hospitality and catering business such as a café or restaurant by studying units on: health and safety, job roles, cooking skills and customer service. Each unit will be assessed through a mixture of witness statements, practical work, and written work.

The units covered are;

|  |  |  |
| --- | --- | --- |
| Entry 1 | Entry 2 | Level 1 |
| · Kitchen Hygiene  · Exploring Opportunities in Hospitality and Catering  · Make a meal  · Food and drink preparation  · Understand a balanced diet.  · Serving food and drinks  · Customer service | · Kitchen Hygiene  · Kitchen Hygiene  · Exploring Opportunities in Hospitality and Catering  · Food Safety and Storage  · Make a simple meal  · Serving food and drink  · Food, drink, and cooking  · Introduction to cleaning  · Kitchen Equipment  · Customer service | · Exploring Opportunities in Hospitality and Catering  · Food and Drink cooking and preparation  · Using cooking skills in the kitchen  · Food safety and storage  · Customer service  · Kitchen Equipment |

Using the skills that they gain throughout the Hospitality and Catering course, Year 10 and 11 students prepare the baked goods and run the Marshfields café. The café takes place at Marshfields every Friday, and is open to the public, offering a variety of baked goods and hot drinks. Each week, Year 10 will make the produce for the café and Year 11 run the café. This provides vital life skills for the students such as independence, cooking, and work experience, giving them the opportunity to have face to face interaction with customers and following the rules and regulations of a workplace environment.

Assessment: Coursework folder: 100%.

CACHE CARING FOR CHILDREN KEY STAGE 5

At Marshfields we offer KS5 students the opportunity to complete an award or certificate in Caring for Children. The early years sector focuses on the learning, development, and the care of children from birth to age five. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research, and analysis. This qualification provides opportunities to apply learning from their core subjects to vocational learning.

The qualification covers:

* How to look after, respect, communicate and listen to children and how to keep people safe
* The importance of play
* How play promotes children’s learning and development
* Child-friendly environments to support play, learning and development in children from birth to five
* Supporting all children to learn and develop physically, intellectually, emotionally, socially and adapting activities to support children’s play, learning and development

Assessment: Coursework folder: 100%.

SCIENCE: KEY STAGE 3

In Key Stage 3 we follow a thematic approach to teach the national curriculum topics. This creates important links across the school’s curriculum supporting a holistic learning program.

Each topic is internally assessed through a variety of methods including work in lessons, practical tasks, projects and linking to the whole school assessment package.

The science curriculum has been written to meet national curriculum standards and is bespoke for Marshfields students. The learning journey is designed to support pupils in gaining the key skills and concepts in preparation to begin qualification pathways in year 9.

Areas of Study:

|  |  |  |
| --- | --- | --- |
| Biology | Chemistry | Physics |
| · Animals including humans  · Plants  · Living things and their habitats  · Evolution and Inheritance | · Properties and changes of materials  · Rocks  · States of matter  · Everyday materials and uses of everyday materials | · Forces and magnets  · Light  · Sound  · Electricity |
| Working Scientifically | | |
| The areas of study are repeated, delving into more depth in the second year. This building block approach supports pupils in gaining foundation knowledge and develops scientific skills through imbedded learning. Working Scientifically is a continuous feature as it builds important questioning skills, developing ideas and independence. | | |

SCIENCE: KEY STAGE 4

At Key Stage 4 students learn through the specific science subjects:

· Biology

· Chemistry

· Physics

· Working Scientifically

All KS4 Science qualifications employ continuous assessment of work in lessons, practical skills, and soft skills. In KS4 Students continue a qualification pathway that offers the highest opportunity for attainment. All have specific methods of assessment:

· AQA Entry Level Science – Single Award / Double Award: Using a combination of practical and formal assessment pupils demonstrate their scientific skills.

· BTEC Level 1 Award/Certificate in Applied Science: Production of a portfolio of work demonstrating the skills and knowledge gained.

Science qualifications provide students with a wide range of skills, including writing, drawing, reading, research, practical working, methodology of following instructions and processes, discussion, reasoning, and questioning skills. The skills developed through science link throughout life. These skills are useful for many practical based careers, engineering, mathematical work, and medical careers. Students learn about how their body works and how to look after their physical well-being. It gives them knowledge of how and why the world around them does what it does and how they can play a key role within the community offering insight into our changing planet.

SMALL ANIMAL CARE: KEY STAGE 4

The SEG Entry 1, 2, 3 and Level 1 Award in Animal Care Skills is a 2-year course providing practical experience and knowledge of the animal care sector which supports engagement, participation, achievement, and progression for students at Entry Level and Level 1. The course gives students first-hand experience of working with animals in a real-life environment and helps them decide whether to undertake further training or employment within this occupational area. Students visit a working farm for the practical aspects of the course, whilst theory lessons take place in school.

Whilst studying this qualification, students will gain skills to enable them to:

* gain work-related skills in animal care
* develop generic employability skills
* prepare for further learning and training and / or develop knowledge / skills within this occupational area
* gain an insight into core activities within this occupational area to allow them to make informed career decisions

Students complete a portfolio of evidence to demonstrate their skills and knowledge towards the following topics:

|  |
| --- |
| Entry 1 to Level 1 |
| * Exploring Opportunities in Animal Care * Exploring Working with Animals * Feeding Animals * Looking after and caring for animals * Checking that a small animal is healthy * Pet Care * Working with animals and developing confidence * Assisting with preparing and storing feedstuffs for small animals * Assist with the maintenance and cleaning of animal accommodation |

COMPUTING: KEY STAGE 3

At Key Stage 3 students learn about:

1. Functional Skills – touch typing, mouse skills, printing, using email, etc.
2. Using technology in their community and to live a healthier lifestyle
3. Using different devices
4. Programming – both physical with robots and BBC micro:bit and on screen block based programming
5. Computer modelling / augmented reality, graphics and digital art
6. E-safety, IT security & cybercrime
7. Using different software & hardware (computer science)
8. Minecraft STEM projects
9. Development of computer games

Students are assessed throughout the duration of the topic as ongoing assessment and this feeds into the school's B-squared assessment system. Assessment also considers the transferable skills for each topic and the students’ progress in soft skills such as the ability to discuss and answer questions about their learning.

This subject will prepare students for a course of study at KS4 in either Level 1 or Entry Level IT User Skills as it provides a strong framework for these courses. Computers, which includes electronic devices such as smart phones, games consoles and tablets, are becoming an integral part of both out home and work lives. It is imperative that our students have the tools and knowledge to a) use these technologies and b) stay safe and secure when using them. Many of our students come to us with a basic understanding of how to use computer devices to understand and access the world around them and it is our job to embed and expand upon this.

Socially and emotionally the internet provides our students with ways to interact with the world that they perhaps find inaccessible in “real life”, and this is an important part of helping those students to grow.

Students gain an understanding of how to access learning tools safely (e.g., YouTube), how to interact appropriately (e.g., on social media) and a wide variety of skills they will need for the world of work. Through knowledge of how to use the internet they will be able to access online sites which are becoming increasingly important for tasks such as registering car tax, voting, and accessing bank accounts. They will be able to email job applications and produce CV’s and presentations. It inspires them to think about how their online behaviour can affect their offline lives and ethical issues such as online consent and accessing private data which in turn leads to discussions about their own online rights and values and the rights of others whom they interact with online. Learning about programming teaches students to problem solve, think creatively “outside the box” and be resilient in the face of challenges.

COMPUTING: KEY STAGE 4 & 5

Students follow the INGOTS qualifications in IT User Skills which cover Entry Level and Level 1. Students will study the following units:

1. Improving Productivity Using ICT
2. IT Security for Users
3. Design Software
4. Collaborative Technology
5. Computer Game Development

Those students that have not accessed Computing as an option subject in Key Stage 4 are afforded the opportunity to take the course in Key Stage 5.

Each unit is internally assessed through a variety of methods including practical computing tasks, discussions and online quizzes. These take place throughout the duration of the topic as ongoing assessment and feed into a final assessment task which is used as evidence for the exam board. Assessment also considers the transferable skills for each topic and the students’ progress in soft skills such as the ability to discuss and answer questions about their learning.

Computing will aid any students wishing to study ICT in further education and/or going on to a workplace where ICT skills and knowledge are required.

Computers, which includes electronic devices such as smart phones, games consoles and tablets, are becoming an integral part of both out home and work lives. It is imperative that our students have the tools and knowledge to a) use these technologies and b) stay safe and secure when using them. Students will have gained valuable functional skills such as touch typing through the Key Stage 3 curriculum and will have an understanding of how to use computer devices to understand and access the world around them. Key Stage 4/5 then embeds and expands upon this further. Socially and emotionally the internet provides our students with ways to interact with the world that they perhaps find inaccessible in “real life”, and this is an important part of helping those students to grow.

Students gain an understanding of how to access learning tools safely (e.g., YouTube), how to interact appropriately (e.g., on social media) and a wide variety of skills they will need for the world of work. Through knowledge of how to use the internet they will be able to access online sites which are becoming increasingly important for tasks such as registering car tax, voting, and accessing bank accounts whilst also learning how to avoid fraud and scams and how to perform checks on the identity of those they interact with online.

They will be able to email job applications and produce CV’s and presentations. It inspires them to think about how their online behaviour can affect their offline lives and ethical issues such as online consent and accessing private data which in turn leads to discussions about their own online rights and values and the rights of others whom they interact with online. In KS4 they also study further issues such as fake news, malware, and hacking.

ASDAN BRONZE/SILVER/GOLD

ASDAN is a vital component of preparing students for adulthood. They do a PLAN & REVIEW of at least 3 modules. It gives them the underpinning knowledge to help with future employment and preparation for adulthood. The booklet states evidence needed and expects them to give summaries of achievements and a personal statement. The course starts at the beginning of academic year runs through to end of May. There are no formal exams – the course is assessment based and externally moderated.

ASDAN B/S/G is very much about planning and building a portfolio of evidence, something they need to learn to do independently in prep for college courses.

Students can have a more invested interest in the curriculum taking more ownership and responsibility for the outcome i.e., level. This develops:

* Teamwork
* Independent learning
* Coping with problems
* Use of math’s
* Use of English
* Use of IT

Topics in this course include:

* Communication
* The Community
* Home Management
* The Environment
* Number Handling
* Health & Survival
* World of Work
* The Wider World
* Beliefs & Values
* Combined Studies
* Three of these modules will be covered over the year equal to six credits.

MATHS

The Maths Curriculum at Marshfields acknowledge the benefits of Maths ‘Mastery’ teaching and learning encouraging pupils to recognise and make connections using the concrete, pictorial and abstract approach interspersed with classroom discussion through pair work. We encourage the practical application of Maths through classroom activities, outdoor learning, role play, songs, trips and visits. Students are encouraged to take responsibility for their own learning and progress as we promote a growth mindset that rewards effort.

Mathematical fluency is enhanced by revisiting essential skills such as counting on, subitising and developing automaticity by revisiting number bonds and times tables. Students are regularly tested on their number sense which examines the pupils’ ability at rounding, recognising place value, counting in quantities of 2, 5 and 10 as well as regularly practicing the mental mathematical recall of addition, subtraction, multiplication and division facts.

KEY STAGE 3

Pupils will follow a topic-based curriculum each half term that is mapped to the Connecting Steps Assessment Criteria of B-Squared, covering the key areas: Number; Measurement & Geometry; Statistics & Probability. Themes are carefully chosen to help engage student interest and make Maths relevant to real life. These are essential skills in Preparing for Adulthood.

In Year 7 the thematic schemes of learning are entitled: Healthy Lifestyles; My Money; Park Project; Adventure Island, Total Transport; Holiday.

In Year 8 the thematic schemes of learning are entitled: Café Capers; Games and Gaming; The Zoo Project; Changing Rooms; World of Work; Summer Sports.

In Year 9 students will start transitioning to their qualification scheme of learning to support them in achieving their target grades or better by the end of Year 11 covering the eight essential components of the AQA Entry Level Mathematics qualification: Properties of Number; Four Operations; Ratio; Money; Calendar & Time; Measure; Geometry; Statistics. The dates of any exams will be communicated and students must attend all exams to fulfil the requirements of the course.

Students complete ongoing assessment throughout the year and progress is reported using the B-Squared data model. Each student will receive a termly target sheet which provides the student with specific targets in which to focus on for their next steps.

KEY STAGE 4

We offer qualifications according to student need in:

* AQA Entry Level Certificate (1-3)
* Edexcel Level 1 Number and Measure (ANM10)
* Edexcel Level 2 Number and Measure (ANM20)

In Year 10 and 11 topics include:

* Integer
* Decimals, Fractions & Percentages
* Measure & Volume
* Money
* Time
* Ratio
* Approximation
* Area and Perimeter
* Tables & Charts

Assessment is continuous for ELC, and students sit them after each topic has been taught to support their learning needs. The GCSE and Number and Measure course has two exam papers is externally assessed in early May of Yr11, although an earlier examination date in January is possible in certain circumstances.

KEY STAGE 5

At KS5 students can continue to progress on their individual pathways starting with Functional Entry Level qualifications, progressing onto Edexcel Level 1 and/or Level 2 Award for Number and Measure. These courses support Preparation for Adulthood for our students for Further Education and beyond. Students in Year 12 will begin a new NCFE Functional Skills Maths qualification. All of these qualifications have at least two formal examinations per course. There is a calculator and non-calculator paper to sit and two opportunities to do so; January and May.

PHYSICAL EDUCATION

**Aims:**

To develop students skills in a broad range of physical activities.

* To ensure students are active for appropriate periods of time.
* To promote the competitive nature of sport and associated activities, acknowledging rules, fair play and teamwork
* To enthuse students to lead healthy, active lifestyles.

Students will study and practice elements within several different sporting activities. Students will study 'Healthy Active Lifestyle', a scheme of work designed to enable students to see the benefits of being active and encourage students to take responsibility for their own health and hygiene. As students’ progress they will have the opportunity to study PE in greater detail through a BTEC course designed to enhance a more theory-based approach and allow students an insight into the wider world of sport. Throughout each year students will also be given opportunities to lead others either by taking on the role of coach or official during lessons. Students are assessed regularly throughout, their performance, their knowledge, and their soft skills.

KEY STAGE 3

Throughout Key Stage 3 students will be study and practise elements of the following topics:

* Accurate Replication of Movement (Gymnastics, Dance)
* Invasion Games (Football, Dodgeball, Netball, Basketball)
* Striking and Fielding Games (Rounders, Cricket)
* Net and Wall Games (Badminton, Tennis, Volleyball, Handball)
* Outdoor Education (Orienteering, Trim Trail, Balancing & Sensory)
* Healthy Active Lifestyles (Yoga, stretching, stamina building)
* Swimming at the Regional Pool is accessible to Primary and Year 7 only

KEY STAGE 4

BTEC Sport

During Year 10 and 11 students study *BTEC Level 1 Introductory Certificate in Sport***.** The course is designed to provide students with a better understanding of how their bodies work, the benefits of training and exercising in several formats and how they can best look after their bodies through diet and nutrition; there is also considerable thought given to the organisation of sport and active leisure within the community, and further afield, which lends itself to the prospects of careers within the sports industry.

The students undertake the following units: A1 - Being Organised; A2 - Developing a Personal Progression Plan; SP7 - Playing Sport; SP9 - Assisting in a Sports Activity and SP12 - Keeping Active and Healthy. Whilst the expectation is that students will achieve the Certificate level (five units) there is the option to achieve the Award level (two units).

Whilst elements of the course are practical there is a much greater expectation than earlier experiences of PE that students will undertake theory work. Students will be expected to research and record relevant information and produce written work based on their own ideas. Regarding the practical element there is a greater emphasis on the roles within sport (such as organisers, managers, and officials) rather than just the participants. Whilst some sporting ability is useful there is a greater recognition for those that undertake separate roles and make the effort to engage in the activities.

KEY STAGE 5

At KS5 students receive a weekly lesson of Core PE to promote a healthy and active lifestyle as well as completing the BTEC Level 1 Introductory Certificate in Sport across the two years, should they chose to. During this course both Year 12 and Year 13 students that have chosen Sport will have the opportunity to collaborate.

Assessment: approximately 75% written coursework and 25% practical.

PSHE

Personal, Social, Health and Economic (PSHE) education at Marshfields has a two pronged approach, ‘Preparation for Adulthood’ whilst ‘Living in the Moment’.

The subject gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe whilst they grow and develop, and it prepares them for life and work in the modern World.

PSHE is covers all aspects of a student’s personal and social development, their health and their economic understanding. This is done through a structured curriculum which, amongst other things, includes:

* Statutory Topics (as per Department of Education guidance)
* Spiritual, Moral, Social and Cultural
* British Values
* Democracy
* Rule of Law
* Respect and Tolerance
* Individual Liberty

In line with guidance from the PSHE Association the Marshfields Curriculum is based on the following six strands:

* Self-Awareness
* Self-Care, Support and Safety
* Managing Feelings
* Changing and Growing
* Healthy Lifestyles
* The World I Live In

Why is PSHE education important to STUDENTS?

PSHE education helps students to develop the knowledge, skills, and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job; PSHE education helps students to manage many of the most critical opportunities, challenges, and responsibilities they will face growing up.

Students agree that PSHE education is a vital part of their preparation for life, with 92% of those who have been taught the subject believing all young people should receive high-quality PSHE lessons.

In 2015, the UK Youth Parliament made ['A Curriculum which prepares us for Life'](http://www.byc.org.uk/news/young-people-set-national-agenda-for-a-better-future-in-record-breaking-referendum.aspx) a top priority, based on a consultation of almost a million young people. This was the third year in a row that PSHE education was voted a priority by young people.

Why is PSHE education important to schools?

While schools are not required to teach PSHE education, the subject makes a crucial contribution to schools' duties. The Education Act 2002 requires all schools to teach a curriculum that is "broadly based, balanced and meets the needs of students". Schools must "promote the spiritual, moral, cultural, mental and physical development of students at the school and of society, and prepare students at the school for the opportunities, responsibilities and experiences of later life" while having a duty to keep students safe.

A growing body of [research](https://www.pshe-association.org.uk/what-we-do/evidence-and-research) shows that students who are emotionally healthy do better at school. PSHE education helps children and young people to achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. PSHE education also helps students to develop skills and aptitudes - like teamwork, communication, and resilience - that are crucial to navigating the challenges and opportunities of the modern world, and are increasingly [valued by employers](https://www.pshe-association.org.uk/sites/default/files/psheall/Making%20the%20case%20for%20PSHE%20education%20LINKED.pdf).

Why is PSHE education important to parents?

An overwhelming majority of parents support the view that schools should prepare children for life and work, not just for exams.  90% of parents say that all schools should teach PSHE education according to [2015 YouGov polling](https://www.pshe-association.org.uk/sites/default/files/u6/PSHE%20lessons%20August%202015.pdf) commissioned by the PSHE Association. Notably PSHE is supported by leading parent bodies including Mumsnet, PTA UK and the National Governors Association.

Robust use of a PSHE curriculum within a school often allows a school to develop positive relationships with the parents which supports their children’s personal and social development and helps deal with issues of increasing complexity, such as those related to mental health and staying safe (both online and offline).