



THE CORE SUBJECTS

CURRICULUM INTENT



By the time they leave our school our young people will be able to communicate effectively. They will be able to solve mathematical and scientific problems. They will be able to express themselves creatively and imaginatively. They will have a strong sense of self, a sense of others and a sense of place. They will make informed choices that effect positively on their own wellbeing. They will ask questions, be reflective and adaptive; capable of thinking and acting for themselves and ready to join forces with others to achieve a goal. They will be positive in their mind-set and willing to face up to a challenge. Our young people will understand what is right and what is wrong, and stand up for equality and human rights. They will appreciate other cultures and traditions. Our young people will be thoughtful, caring and active citizens making a difference to their community and to society.



TOWARDS A LIFE FULFILLED



*STRATEGIC AIMS



- Delivering a curriculum that is knowledge rich and secured through application so that *all students can both develop and demonstrate their understanding and capability.
- Providing teaching (and assessment) of the highest quality so that it motivates, stimulates, builds confidence and ultimately *enables students to think and act for themselves.
- Providing a co-curriculum that *builds character and develops lifelong interests.



TOWARDS A LIFE FULFILLED



ENGLISH

English has a pre-eminent place in education and in society. The English curriculum at The Trafalgar School at Downton will teach students to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, students will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading will enable students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. In order for our students to be fully functional, inclusive members of our diverse society, our curriculum and extended reading program (in tutor time) do not reinforce white middle class literature – we aim to decolonise the world of literature so that our students are global citizens who are fully informed regarding multi-cultural history, issues and situations of oppression.

CURRICULUM INTENT – *CURRICULUM IMPACT

READING:

- Students will read a wide range of fiction and non-fiction, including whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors so that *they develop an appreciation of, and love of, reading and read increasingly challenging material independently.
- Students will read increasingly challenging texts so that *they are learning new vocabulary, are able to make inferences and select evidence from a text to support their interpretations.
- Students will engage with language, including figurative language, vocabulary choice, grammar, text structure and organisational features, so that *they understand how a text presents meaning.
- Students will experience a range of poetry so that *they become confident when identifying and recognising a range of poetic conventions and understanding how these have been used. Students will also be able to use these in their own writing.
- Students will study setting, plot, and characterisation, and the effects of these so that *they gain a thorough understanding of work of writers and dramatists.

WRITING:

- Students will write creatively, effectively and accurately so that *they are able to write for a wide range of purposes and audiences.
- Students will consolidate and build on their knowledge of grammar and vocabulary so that *they are confident when studying the effectiveness and impact of the grammatical features of the texts they read. Students will draw on new vocabulary and grammatical forms from their reading and listening, so that *they can use these when consciously crafting their writing to achieve particular effects.
- Students will understand the differences between spoken and written language so that *they can recognise differences associated with formal and informal registers, and between Standard English and other varieties of English. This will help them to monitor their own use of Standard English in their own writing and spoken language.
- Students will discuss reading material, their own writing and spoken language with precise and confident use of linguistic and literary terminology so that *they are able to elucidate their responses in a sophisticated manner (either written or verbally). This enables them to write and talk 'like an expert' and practise their analytical skills.

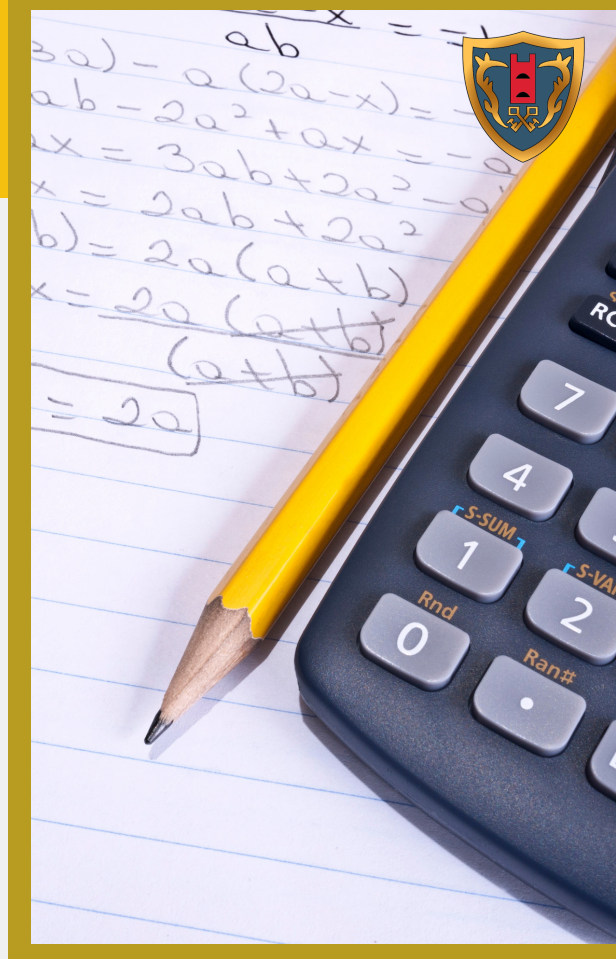
ORACY:

- Students will speak confidently and effectively, using Standard English, in a range of formal and informal contexts so that *they are able to communicate in a variety of situations.
- Students will engage with creating presentations and short speeches so that *they are able to express their own ideas in a structured and concise manner. Students will have the opportunity to enter the annual Public Speaking Competition.
- Students will participate in formal debates and structured discussions in English so that *they are able to participate with confidence in the wider curriculum through transference of skills.



MATHS

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. The Mathematics curriculum at The Trafalgar School at Downton will provide a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will develop competency and fluency for using number so that *they do not fear using number to solve problems in other subjects and areas of life beyond the classroom.
- Students will learn the principles of algebra so that *students can use logical methods and analytical thinking to solve multi part problems.
- Students will learn how to handle and represent data so that *they can communicate and summarise information.
- Students will understand how to use statistics and probability so that *students can interpret real life scenarios and make predictions.
- Students will gain an understanding of Geometry so that *students can participate in designing and developing the world around us.



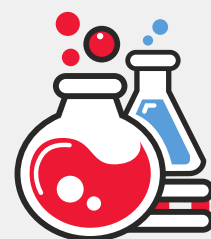
SCIENCE

Science education provides the foundations for understanding the world, through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity. At the Trafalgar School at Downton students will be taught essential aspects of scientific knowledge, methodology and process. Through the building up of a body of key foundational knowledge and concepts, students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain observations, predict how things will behave, and analyse causes.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will be taught scientific language so that *they can describe the phenomena they have observed and 'communicate like a scientist'.
- Students will develop their use of scientific vocabulary, including the use of scientific nomenclature, units and mathematical representations so that *they can solve scientific problems, interpret data and draw conclusions.
- Students will develop an understanding of the nature, processes and methods of science through varied science enquiries so that *they can answer scientific questions about the world around them.
- Students will develop their confidence in working scientifically so that *they are able to use a variety of approaches to investigate scientific questions.
- Students will develop their ability to evaluate scientific claims through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively so that *they can make informed decisions.
- Students will learn to apply observational, practical, modelling, enquiry, problem-solving and mathematical skills, both in the laboratory and in the field and in other environments so that *they can work scientifically.
- Students will learn that science is about working objectively, modifying explanations to take account of new evidence and ideas so that *they can question existing ideas.
- Students will develop an awareness that science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review so that *they can review real world information and make informed life choices.
- Students will use conceptual models and theories to make sense of the observed diversity of natural phenomena so that *they can explain the world around them.
- Students will have the foundations for understanding the natural world and to enhance their lives in an increasingly technological society so that *they can lead a life fulfilled.



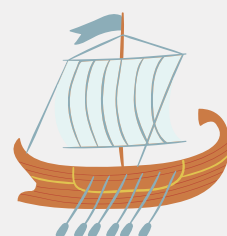
HISTORY

The History curriculum at The Trafalgar School at Downton will fire students' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past. It will enable students to develop their own identities through an understanding of History at personal, local, national and international levels. It will enable students to ask and answer questions of the present by engaging with the past. History will provide students with a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire students' curiosity to know more about the past. Teaching will equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History will enable students to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day so that *students can construct a clear chronological narrative that recognises how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Students will know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of humankind so that they *have greater awareness of the world around them.
- Students will gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' so that *students gain confidence in using key terminology in their work.
- Students will understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance so that *students can use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Students will understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims so that *they can discern how and why contrasting arguments and interpretations of the past have been constructed.
- Students will gain historical perspective by placing their growing knowledge into different contexts so that *they understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



GEOGRAPHY

The Geography curriculum at The Trafalgar School at Downton will instil in students a curiosity and fascination about the world and its people. In doing so it will develop a lasting and contextualised awareness of the world in which they live. Teaching will equip students with knowledge and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The majority of our students are from rural areas including the New Forest, or the urban fringe of Salisbury with good access to the countryside. We therefore need to be aware of their 'personal geography' and look to broaden their horizons. As a student progresses, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills will provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics so that *they are aware of how these provide a geographical context for understanding the actions of processes.
- Students will gain an understanding of the processes that give rise to key physical and human geographical features of the world so that *they can appreciate how these are interdependent and bring about spatial variation and change over time.
- Students will learn about and apply the geographical skills needed in collecting data gathered through experiences of fieldwork so that *they deepen their understanding of real world and theoretical geographical processes.
- Students will learn about and apply the geographical skills of data analysis, map reading, observation, analysis and observation so that *they can interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Students will learn about and practice geographic communication and general communication skills so that *they can communicate geographical information in a variety of ways, including through maps, numerical and quantitative methods and writing.



RELIGIOUS STUDIES

The Beliefs, Values and Traditions (BVT) curriculum at The Trafalgar School at Downton will develop students' British values by promoting an atmosphere of respect, empathy and tolerance of difference while exploring peoples' lives around the world ultimately with the aim of developing mature citizens of a multi-cultural world. This will encompass learning about peoples' religious beliefs, traditions and cultures that in turn will foster both an understanding of, and curiosity in, the world around us.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will demonstrate knowledge and understanding of the principle religions so that *they can show respect and empathy in a global setting to people with different beliefs and prepare them to become multi-cultural citizens.
- Students will learn about religious teachings so that *they understand how people's beliefs influences their lives.
- Students will explore topical issues of today so that *they become courageous advocates for what they believe in and can voice their thoughts and opinions in confidence.
- Students will explore the balance of religion in local, national and global communities so that *they understand their place in the community that they are part of.
- Students will be able to experience different ideas and opinions from their own and reflect on their own beliefs, values and experiences so that *students develop positive attitudes towards people who are different to themselves.
- Students will be taught a chronology of religions so that *they understand how religions and cultures have developed throughout history.



LANGUAGES

Learning a foreign language is a liberation from insularity and provides an opening to other cultures and global citizenship. The MFL curriculum at The Trafalgar School at Downton will foster students' curiosity in, and deepen their understanding of, the world around us. The curriculum will enable students' to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for them to communicate for practical purposes, learn new ways of thinking, and read great literature in the original language. Language teaching will provide the foundation for learning further languages, equipping students to study and work in other countries.



CURRICULUM INTENT – *CURRICULUM IMPACT

- From listening and reading: Students will re-work and adapt a range of texts and speech, across a variety of topics, so that *they can communicate with increasing effectiveness and complexity, giving personal accounts, descriptions and opinions, across a range of themes and topics.
- From listening and reading: Students will use their learning to handle unseen/unheard passages of the TL so that *they can show understanding - in gist or in more detail – of a range of texts across different topics with confidence.
- Students will learn the functions and role of key grammatical notions such as nouns (gender and number), verbs (conjugation and tense) and sentence structure (relative position of words and syntax) so that *they can communicate with increasing accuracy and precision and gain deeper insight into the inner workings of the language.
- Students will learn how the sounds and spellings in the foreign language differ from English so that *they can communicate effectively and with increasing fluency and spontaneity with (potential) native speakers.
- Students will use and exploit passages of the target language which are from differing sources (literature, song, poem etc.) so that *they acquire an understanding of the range of language being used in the target language's culture(s) and an understanding of the cultural similarities and differences to their own culture.
- Students will be encouraged to approach their learning with good humour and confidence so that *they develop an open and broad-minded approach to cultural and linguistic differences.



ART

Art, craft and design embody some of the highest forms of human creativity. The Art curriculum at The Trafalgar School at Downton will engage, inspire and challenge students, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As students' progress, they will be able to think critically and develop a rigorous understanding of art and design. They will know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.



CURRICULUM INTENT – *CURRICULUM IMPACT

- In Key Stage 3 students will learn about, and practice, the basic formal elements of Art: line, shape, form, tone, texture, pattern, colour and composition so that *they can produce creative work, exploring their ideas and recording their experiences.
- In Key Stage 4 students will develop their use of the formal elements within their art so that *they can work with increasing confidence, independence and demonstrate creative skill.
- Students will become proficient in drawing, painting, sculpture and other art, craft and design techniques so that *they can effectively communicate in visual Art forms.
- Students will evaluate and analyse creative works using the language of art, craft and design so that *they can become effective communicators in Art.
- Students will learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms so that *they become critical observers of art and this knowledge enriches their cultural understanding and influences their own artwork.
- In Key Stage 4 students will create and present a portfolio of their artwork so that *they are prepared for careers utilising artistic skills.



MUSIC

The Music curriculum at The Trafalgar School at Downton will develop in students a passion for life long musical appreciation. Through musical studies students will develop an understanding of its purpose, language, styles, origins, social diversity and global links. Students will discover the importance of the role of music and its impact on documenting global social diversity and the role music plays in recording and communicating world events and human emotion for future generations. Students will become 'real' musicians, enjoying the practical elements of the subject and building the confidence to perform inside and outside the classroom, whilst understanding musical traditions and discovering how music impacts life on a global scale.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will develop a positive and curious interest in Music by being exposed to the traditional musical 'canon' and being introduced to different styles of music from around the world so that *students can cultivate a lifetime passion for Music and pursue further learning and career opportunities.
- Students will be able to understand and appraise the role played by each musical element (Pitch, Rhythm, Texture, Timbre, Structure, Dynamics, Tempo, Silence) so that *they can analyse music they listen to and be able to compose to a set intention, understanding the impact of each musical element.
- Students will experience a series of projects that encompass performance, composition and appraising so that *they can express themselves, work alongside others, explore their creativity and experience other cultures.
- Students will know and understand the conventions of musical language and music theory so that *they can access, understand and describe the way music has developed over time and in different places.
- In Key Stage 3 students will learn the basic principles in reading and writing notation (reading from 1-2 staves) so that *they can record their musical ideas with increasing accuracy and interpret music accurately when performing.
- In Key Stage 4 students will learn about more complex musical notation (be able to read from orchestral systems) so that *they can listen and appraise the worth of key works, record developed musical ideas and perform increasingly demanding music.
- Students will learn about the importance of rehearsal, and practice performance skills so that *they can present themselves, with enthusiasm, to an audience and develop their confidence.
- Students will be given opportunities to develop skills in Music Technology so that *they are able to prepare for music-related work in the 21st century.



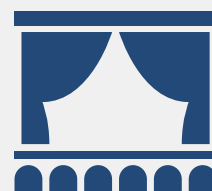
DRAMA

The Drama curriculum at The Trafalgar School at Downton will engage students on an emotional, physical, spiritual and intellectual level. This whole person ethos inculcates the active desire to be creative and responsible interpreters and communicators of meaning through the disciplines of theatre art. A rich and culturally diverse curriculum will equip students with the skills and character to communicate a variety of meanings coherently and artistically. Lessons will make use of a wealth of human and artistic possibilities so that students extend their moral, spiritual and cultural responsibilities. These help shape, order and challenge students into fruitful and purposeful ways of knowing and living. The course of study is a sure basis for any continued academic and professional study in theatre arts.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will learn a variety of theatre concepts such as: 'The ingredients of a play' and 'The things to consider in a freeze frame' so that *they can begin to plan and make their own theatre work with increasing depth and imagination.
- Students will be presented with a wide variety of situations and scenarios so that *they can enrich their understanding of our world and the opportunities and responsibilities they have within it.
- Students will learn and practise stage communication through voice, body, space and time so that *students can perform confidently and competently alone and with others.
- Students will further develop their personal and interpersonal skills (PIPs) so that *they can work constructively and harmoniously with others.
- Students will learn to speak in the 1st person singular so that *they can begin to own their ideas and take responsibility for them. Later they learn how to speak about their roles in the 3rd person so that *they can separate themselves from the character that they are presenting and so perform in the epic and other non-naturalistic genres.
- Students will learn more advanced ideas of performance such as: 'The concept of the 4th wall' and 'Composite staging' so that *they can stage their ideas with more complexity and in various genres.
- Students will learn a way of viewing ideas (acting, character, mime) in two parts so that *they have a clear structure for both developing theatre work and discussing it.
- Students will learn the internal and external techniques of mime so that *they can create and communicate objects and environments imaginatively without recourse to set or props.
- Students will develop ideas of judgement and non-judgement so that *students can both evaluate and analyse work and know the difference. They will learn evaluative vocabulary so that *they can review work discretely and intelligently avoiding the need to say what is, 'good' or what is 'bad'.



DESIGN TECHNOLOGY

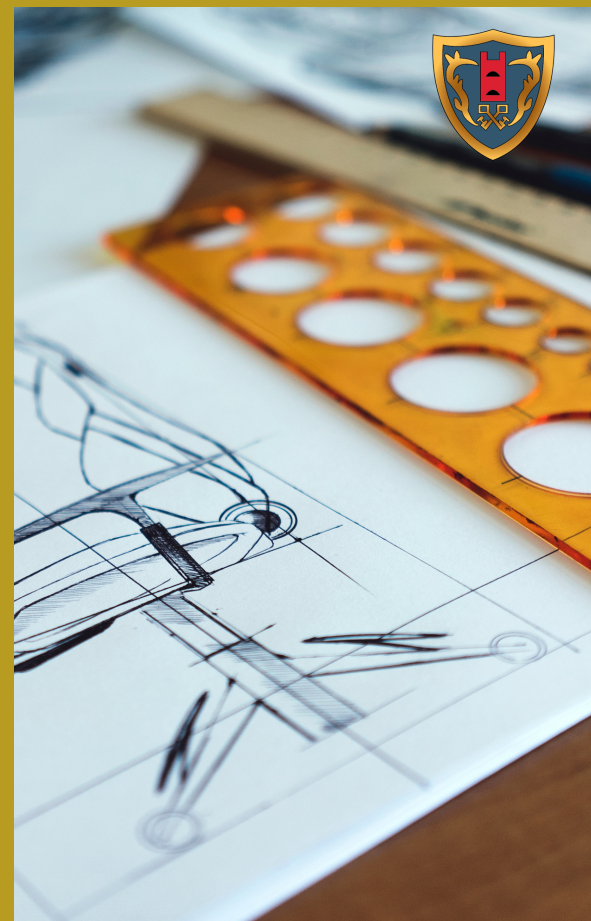


Design and Technology is about 'making things better'. The ability to 'do it yourself' is both highly practical and liberating. Problem solving and practical skills are essential life skills as we strive to become independent and resourceful homeowners and homemakers. From the capability of assembling an item of flat pack furniture to home decorating, from solving simple leaks to managing building contractors in our homes, our practical and problem solving skills will be tested throughout our lives.

Design and manufacturing industries are essential to our economy.

Design and manufacturing capability allows us to innovate products that both enhance our lives and make life better. Designers and engineers are entrepreneurs; they create jobs and employment through creativity and innovation. Engineers service our everyday needs from repairing our cars and washing machines to building our infrastructure. Designers and technologists will provide the practical and problem solving capabilities in reducing environmental impact.

The Design Technology curriculum at The Trafalgar School Downton will develop students' technical knowledge and practical competences. Our main priority is for students to work as problem solvers and effective communicators, not being afraid of making mistakes. Through the teaching of responsible design, students will become informed consumers who will make a positive contribution to society. Students will experiment and take risks with their ideas, in a safe and positive learning environment. Teaching will introduce students to new technologies and embrace new ideas and approaches. Manufacturing will resemble modern industrial processes, whilst retaining the best of traditional practices. By understanding materials and manufacturing processes, students will be able to design realistic, high quality prototypes and outcomes.



CURRICULUM INTENT – *CURRICULUM IMPACT

INVESTIGATING AND DESIGNING

- Students will learn about the stages of the design process and apply this process in practical problem solving so that *they gain experience in solving problems, asking questions and providing solutions in familiar and unfamiliar contexts.
- Students will be given opportunities to be creative, think laterally, and be 'inventive', either through the development of original ideas or in adapting and experimenting with existing products so that *they can analyse situations and develop ideas that fulfil the requirements of the specification.
- Students will develop their communication skills i.e. sketching, technical drawing, rendering, annotation and presentation skills so that *they can communicate their ideas and read technical drawings.
- Students will learn about material properties (resistant and textiles), structures, electronics and mechanisms so that *they are able to select and use materials and components in realising high quality solutions to ideas, in familiar and unfamiliar contexts.
- Students will learn about responsible design and manufacture so that *students make educated and informed decisions about ethical and environmental choices as designers or consumers.

MAKING

- Students will learn and practice practical skills and manufacturing methods so that *they are able to select and use appropriate tools, equipment and processes in producing high quality outcomes.
- Students will learn about health and safety in the workshop so that *practical work can be undertaken in a safe manner.

EVALUATING

- Students will reflect on all stages of the design process as well as the finished product so that *they can to identify further improvements and they become reflective.
- Students will identify problems encountered and see these as an integral part of the design-make-evaluate cycle so that *these can be avoided in future work.

FOOD & NUTRITION

Learning to prepare and cook healthy nutritious food is a skill that promotes a lifelong healthy body and mind. The Food & Nutrition curriculum at The Trafalgar School at Downton will provide a wide range of opportunities for students to explore flavours, cooking processes and nutritious ingredients in increasingly elaborate ways. Students will leave with the confidence to prepare themselves and their families a repertoire of both affordable and nutritious dishes. A continuing curiosity about creative food experimentation and an awareness of the impact of food production on our planet's precious resources will be a lingering consideration in young minds as they become the next generation of adults.

CURRICULUM INTENT – *CURRICULUM IMPACT

By the end of Key Stage 3:

- Students will be able to identify macro and micronutrients in a range of ingredients so that *they can plan meals to support good physical and mental health.
- Students will know the government guidelines for healthy eating so that *they can apply them to their own eating habits to make healthy food choices for themselves and others.
- Students will be able to identify the costs of ingredients and 'meals out' so that *they can create affordable meals at home and be discerning diners.
- Students will know the source of a range of caught, reared and grown produce so that *they can experiment with home grown or locally sourced ingredients in their cooking.
- Students will be able to analyse the environmental and ethical impact of produce we consume, including the role of seasonal eating and Fairtrade production so that *they can choose food and ingredients that meet their personal moral ideals.
- Students will know the scientific function of key ingredients in a range of recipes and how they affect the outcomes so that *they can adapt recipe ingredients with success.
- Students will be able to safely and hygienically apply their knowledge of cooking techniques and processes in an increasingly precise way so that *they can achieve quality food outcomes that will be desirable to themselves and their families.

By the end of Key Stage 4:

- Students will know how nutrients work together to support good health and the impact of unsatisfactory nutritional intake so that *they can eat complimentary foods that improve health and avoid excess or deficiency in their own and their families' diet.
- Students will be able to compare a wider range of specific groups nutritional needs so that *they can design & cook meals for specific individuals they meet in their life.
- Students will know which cooking methods are the best for retaining nutrients in ingredients so that *they can use these cooking methods and maximise their own nutritional intake.
- Students will know the factors to consider when planning dishes for a menu, including environmental considerations and customer needs so that *they can understand the broader considerations of menu design for different catering establishments.
- Students will be able to plan for production of dishes for a menu, considering preparation, cooking & presentation so that *they can maximise their attainment in their GCSE practical assessments.
- Students will use increasingly more complex processes to prepare, cook and present dishes for a menu, ensuring that health, safety and hygiene are not compromised so that *they can access the higher mark band in their GCSE assessments and keep themselves and others safe from food borne illnesses.
- Students will understand the hospitality and catering environment, how provisions operate, meet health and safety requirements, and specific customer requirements so that *they understand the industry in greater depth in readiness for answering written examination questions.
- Students will know how food can cause ill health so that *they are able to avoid causing food borne illnesses in themselves or their families.



COMPUTING

Computational Thinking focusses on developing student confidence and resilience when tackling problems using technology.

Computational Thinking is the fundamental stages of creativity. It is the bedrock of the CT curriculum at The Trafalgar School at Downton because it develops confidence through a rigid and accessible framework. The CT department will be successful when students can recognise a problem and have the skills and competencies to solve it using their knowledge of technology such that this confidence then develops resilience when facing new and potentially difficult challenges throughout their life.

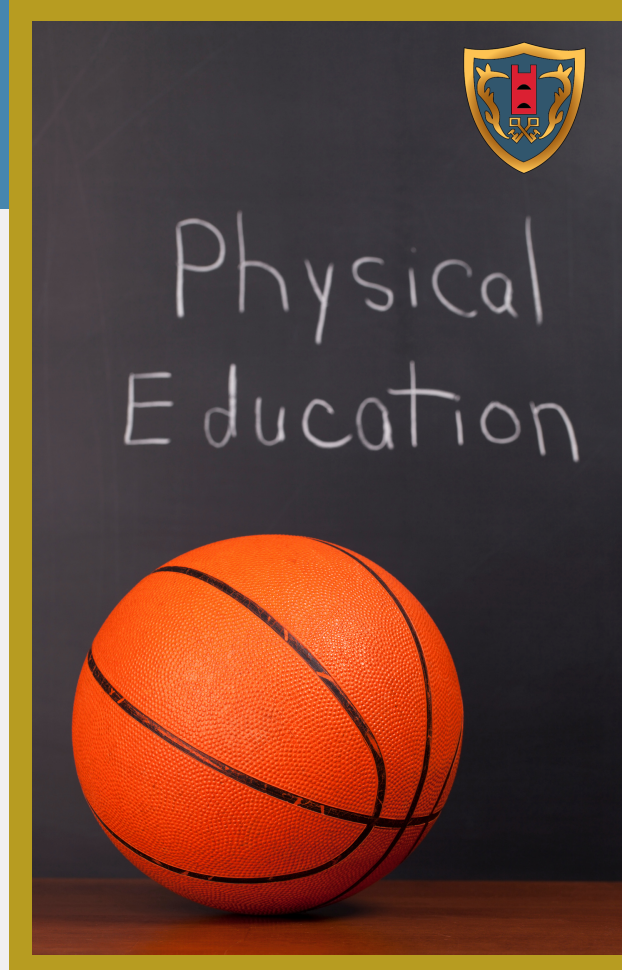


CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will learn how to program a computer system using graphical and text based computer languages so that *they are able to make a computer system solve problems for them.
- Students will learn how to clearly describe their ideas as algorithms so that *they can communicate those ideas unambiguously with others.
- Students will understand how computer systems represent, store and communicate information around the world so that *they can access new and growing industries that use computer technology.
- Students will learn how computer technology can be used maliciously so that *they can protect themselves.



The Physical Education curriculum at The Trafalgar School at Downton will inspire all students to succeed and excel in competitive sport and other physically demanding activities. It will provide opportunities for students to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities will build character and help to embed values such as fairness and respect.



CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will learn the importance of regular physical activity as part of a healthy, active lifestyle so that *they can lead a life that maximises their physical, mental and social well-being.
- Student will know and be able to execute warm-up requirements *so that they are able to identify muscles and joints of the body and the effect of exercise on the body systems.
- Students will develop the skills and techniques in a range of activities, both team and individually so that *they can continue to participate in these activities outside the school environment through community links and local sports clubs.
- Students will know and understand the rules, regulations and etiquette in a range of activities so that *they develop a sound grounding of fundamental British values –democracy, rule of law and mutual respect.
- Students will be able to analyse and evaluate their performances compared to previous ones so that *they can continuously see opportunities for improvement and strive for their own personal best.
- Students will develop the interpersonal skills required when participating in different activities and situations, such as communication, cooperation, teamwork and leadership so that *these skills can be taken out into wider world.
- Students will take part in both intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group so that *they can achieve a life fulfilled.



The PSHCE department works alongside students and the school pastoral team to support students in becoming strong spirited, giving, determined, compassionate, enthusiastic, trustworthy, respectful and open-minded individuals. It is our goal to enhance the learning that takes place throughout Trafalgar and deepen the understanding and knowledge from a variety of subjects and environments across the curriculum. We are here to develop the resilience and perseverance of our students so that they can have a life fulfilled. Students will gain knowledge that will enable them to make informed decisions about their wellbeing, health, relationships, citizenship and finances.

Students will put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and life choices within and outside of the school environment now and in the future. Through the topics covered within PSHCE, we will support young people to know how and when to ask for help, and to know where to access support. We are a stepping-stone on their journey into adulthood and it is our responsibility to give them the tools and knowledge to succeed.



CURRICULUM INTENT – *CURRICULUM IMPACT

HEALTH AND WELLBEING

- Students will deepen their understanding of the importance of good hygiene, diet and physical activity so that *they can relate teaching from Physical Education, Food technology and Science to the everyday and lead a life that supports their physical health.
- Students will explore the issues that are encompassed in the term Mental Health. They will have an understanding of a variety of conditions and therapy's that are available to support good mental health and wellbeing so that *they are able to speak more openly about their own needs and be open-minded, compassionate and respectful of others as well as have the knowledge of where to seek support and help.
- Students will learn about the changes that adolescent bodies go through physically; developing the knowledge they have gained in Science lessons, and have an understanding of how these changes can also affect our mental health and moods so that *they are aware of how their bodies change and develop and how hormones can affect how they feel mentally. Students will also gain knowledge and understanding of Female Genital Mutilation (FGM), the Menstrual cycle, Menopause and self-examination so that *they can be prepared for the changes they are going through and what is to come and be confident adults in discussing their sexual/physical health.
- Students will take part in Basic First Aid training so that *they are prepared and able to deal with medical emergencies and deal with accidents compassionately, calmly, confidently and responsibly.
- They will gain an understanding of drugs and alcohol. Exploring reasons for these lifestyle choices and the effects on the individual and the community around them so that *they can make confident, independent and educated decisions as they become young adults and beyond. Students will also explore the support and help that is available for people that misuse drugs and alcohol so that *they are able to keep themselves safe and know where to get support.
- Linked with Relationship Education: Students will gain knowledge of the most common sexually transmitted diseases and infections, contraception and the barrier method. They will have a clear knowledge of how to prevent infection, what symptoms are and where to get support so that *they can speak confidently, respectfully and truthfully about their sexual health. Be able to keep themselves and future partners safe and have a clear understanding and knowledge of the support and guidance that The Sexual Health Clinic is able to provide.
- As part of teaching focused on mental health and wellbeing: Students will explore body and self-image. They will gain an understanding of the affects that media can have on our perceptions as well as how society and our own interactions can also affect these ideals. They will also be introduced to the issues of anorexia, bulimia and the misuse of steroids to enhance muscle growth so that *they can be strong spirited young people with the body type they have and as they develop into adults. Have an understanding of the affects their own behaviour can have on others and where to get support and help should they need to.



PSHCE continued

CURRICULUM INTENT – *CURRICULUM IMPACT

RELATIONSHIPS

- Students will discuss and explore relationships in their many forms. They will discuss the similarities and differences of friendships, the family dynamic, the school community and intimate relationships. Students will have knowledge of what is a healthy and unhealthy relationship and where to seek support if needed so that *they can make confident, independent decisions about relationships and be strong spirited, compassionate and respectful adults.
- Students will learn about discrimination, prejudice and stereotyping in its many forms and how it is each individual's responsibility and the community's role to help end it. Students will discuss the issues of bullying with focus on the school environment and the use of online platforms and where to get support and help so that *they can become compassionate, open-minded, strong spirited, responsible and respectful individuals who can support others as well as know where to get support for themselves should they need to.
- Students will deepen their understanding of cyber safety linked to learning in CT lessons; alongside the legality of sending and receiving explicit content students will explore the emotional effects of these acts. During KeyStage 4 (KS4) students will discuss the effects of the online world on relationships and expectations of intimate relationships so that *they are fully aware of their rights and responsibilities and to prevent students becoming involved in illegal acts due to a lack of knowledge and within KS4 we want our students to be able to openly discuss the difference between online sexual content and real world expectations so that they can be respectful, trustworthy and compassionate adults who can be part of healthy relationships.
- During KS4 students will further explore intimate relationships and long term relationships where they will explore the variety of family units, healthy and unhealthy intimate relationships, pregnancy and the emotional impact of these life decisions so that *they can have the opportunity to explore these topics in a safe and non- judgemental environment; can be open-minded, compassionate and respectful young adults who are strong spirited, determined and enthusiastic adults striving for a life fulfilled.
- Students will deepen their understanding of what "Being Trafalgar" is by having a clear knowledge of the community that is Trafalgar. Students will learn about the Pastoral and Academic support given and how to access it and how they are part of the community and their rights and responsibilities so that *they feel happy, safe and confident members of their tutor group, House and school community and can achieve a life fulfilled through empowerment.

LIVING IN OUR WORLD

- Careers education runs throughout all years exploring student's skills and qualities where they will develop an understanding of how they learn best and what types of roles, careers they may have an interest in. They will have a knowledge and understanding of employment laws and unions. Students will have support in the GCSE choices process and Post 16 options, alongside our careers advisor so that *they can be confident, strong spirited decision makers, who are determined and driven with an understanding of how all subjects taught at Trafalgar support employability skills sought in the world of work. Underpinning our ambition to a life fulfilled through empowerment.
- Students will discuss and gain an understanding of the terms "Gang Culture", "County lines" and "Radicalisation", and how young people can become involved, and the effects on the individual and community of this criminal activity so that *they are aware of the dangers and can be strong spirited and confident in making educated, Independent decisions to keep themselves safe and have a knowledge of where to get support for themselves or others.
- Students will gain knowledge and understanding of democracy and the process of electing Government officials, they will be aware of how laws are created and what it is like to vote, so that *they can become informed adults who can voice their opinions and beliefs to make a change in their communities.
- Students will develop knowledge of banking, saving and budgeting so that *they can become independent, confident and responsible adults in a life fulfilled through empowerment.
- Students will have knowledge of a variety of charities and their aims to support communities locally and globally. They will learn about how charities work to gain funds and how we as a school can support some of those charities so that *they can become considerate, compassionate, giving, determined and enthusiastic young people and adults who think of others.





The Trafalgar School at Downton

www.trafalgarschool.com

Breamore Road, Salisbury, SP5 3HN

Telephone: 01725 550300