

Futures Pathway Overview

Successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage. We have developed the Futures Pathway to ensure Careers, Citizenship, 21st Century Britain and RSE and embedded throughout our curriculum in a responsive, dynamic and exciting way.

Intent

The Futures Curriculum creates well rounded and confident citizens able to engage with the wider world. We run much of our Citizenship, Careers, SRE, SMSC and PSHE content through our Futures Pathway, with some elements located in subject areas. We do this to allow our students to delve deeper into the thematic topics in a way that develops “Peak Moments” that will live longer in the minds. The national curriculum for Citizenship, and PSHE is completed, with room for responding to topical issues as they arise. Our Futures pathway also ensures our delivery of all Gatsby benchmarks are met along with a focus and celebration for cultural capital and character.

Implementation

Statutory content is covered in a three-year rolling plan to match the three years in KS3

Creative planning maps learning events into Tutor Led Activities and think pieces, including weekly and termly reflection in planners, Assemblies, Reading Activities and curriculum linked materials and House activities

Futures Weeks – 6 a year, with additional flexibility to respond to local or topical key events such as COP26. Here – curriculum time is used to fit the needs of the futures pathway – with the right subject areas delivering on content.

In addition, some citizenship and PSHE themes are delivered through subject areas

Example Futures Pathway Themes taken from 2021/22

<p>Autumn 1</p> <p>Kindness, to include Tackling Bullying</p> <p>Charity vote</p>	<p>Autumn 2</p> <p>Staying Safe - Drugs and Alcohol focus</p>	<p>Spring 1</p> <p>Mental Health – includes SRE</p> <p>Mock Interviews (Rotarians)</p>
<p>Spring 2</p> <p>Careers and Enterprise</p>	<p>Summer 1</p> <p>Family and Friendships</p>	<p>Summer 2</p> <p>Living in a Diverse community (British Values)</p>

The Big Picture

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives.

Intent

As part of the Futures Pathway curriculum, RSE is seen as a crucial part of the journey of preparing our pupils for adult, independent life. We recognise not only the high importance of teaching and assisting our pupils to understand, recognise and form healthy friendships and relationships, but also the vulnerability that our learners have in the community when it comes to matters of sexual activity and the possibility of being exploited. High quality RSE helps create safe school communities where pupils can grow, learn, and develop positive, healthy behaviour for life. It can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

Implementation

RSE at the Marches School is delivered through two channels:

RSE Futures Pathway Term – Families, Respectful relationships, including friendships, Being safe are delivered on a rolling programme based on the award winning, quality assured, cross phase Shropshire Respect Yourself RSE curriculum year 7-11. Key updates are provided. These, in conjunction with E safety lessons and our updated lessons/resources on sexting and consent fulfills the proposed curriculum requirements for RSE. At the Marches we also respond to local need topics and include them on a yearly reviewed basis. The RSE programme is delivered by specialists.

Online Media – the majority of content is embedded within the ICT Curriculum at KS3 and through tutor sessions at KS4. Some additional content is delivered in the tutor sessions during the RSE Futures Week.

Prior learning at KS2:

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults

Impact

By the end of their academic journey at The Marches, learners in RSE will demonstrate confidence and awareness about sex and relationships in an independent and safe way. Learners will develop a good understanding about safety and risks in relationships. Learners will be prepared for the physical and emotional changes they undergo during puberty. RSE will promote learners wellbeing and will prepare learners for the challenges, opportunities, and responsibilities of adult life. The RSE programme will have a positive impact on learners' health and wellbeing and their ability to achieve, and this will play a crucial part in meeting these obligations. Evidence shows that good quality RSE reduces teenage pregnancy rates, increases condom use, and decreases the incidence of non-consensual sex. We need to ensure therefore that children with disabilities and special educational needs receive comprehensive RSE that meets their needs.

Futures Pathway – RSE Implementation

<p>RSE – Futures Content</p>	<p>Year 7</p> <ul style="list-style-type: none"> Relationships Pressures, family and friends Managing changing relationships What’s love got to do with it? Negative relationships, pressure and changing nature of relationships Body image Boys body image Is it real? – online media images, influencers 	<p>Year 8</p> <ul style="list-style-type: none"> Relationships Good relationships – friend or foe Power and control That’s inappropriate Sexual bullying – impact and challenging this. Sex and the law Rights and responsibilities Consent Confidence, gender 	<p>Year 9</p> <ul style="list-style-type: none"> Staying safe Saying no Rights and responsibilities Strategies Condoms (local need for this in Y9) Skills, confidence, and contraceptive use Views, values, and the law FGM Revenge Porn 	<p>Year 10</p> <ul style="list-style-type: none"> Porn Awareness Reality of relationships Evaluating impacts Crush – abusive relationships Danger signs Empathy Sex awareness – reinforcing lesson content STI testing C card Emergency contraception 	<p>Year 11</p> <ul style="list-style-type: none"> STIs Consequences or choices and risk factors Sources of support Condom refresh Parenthood Options Impact Empathy Refresh – STI local offer Refresh – C card, Emergency contraception local offer STI’s Menopause
<p>RSE – Online Media ICT lessons</p>	<p>Year 7</p> <ul style="list-style-type: none"> Password strength Malware Data protection Reliable information Copyright GDPR SID 2021 – An Internet we trust – reliability in the online world 	<p>Year 8</p> <ul style="list-style-type: none"> Online dangers Cyberbullying How to report Staying safe online – shopping, negative comments, constant messaging, think about others SID 2021 – An Internet we trust – reliability in the online world 	<p>Year 7</p> <p>Cyberbullying Reporting violent, pornographic images Internet trolls. User generated content, Grooming, Black mail Inappropriate images Health and safety, Digital footprint, Legislation, copyright, CMA, H & S Use of social media or marketing Influencers, celebrities SID 2021 – An Internet we trust – reliability in the online world</p>	<p style="text-align: center;">KS4 Content built into RSE Futures programme</p>	

The Big Picture

All young people need a planned programme of activities both to help them choose appropriate pathways at 14, 16 and 18 and to enable them to manage their careers, career progression and sustain employability throughout their lives. At the Marches careers is intertwined within our Futures Pathways, including a dedicated careers themed term.

Intent

A varied and staged approach to the exploration of career pathways and the development of employability skills across the curriculum and at key decision points, to ensure that students have the essential skills to be work ready. The careers curriculum is aspirational, ensuring all students are aware of the possibilities open to them, delivered through a range of enrichment and extra-curricular opportunities. We work with the Shropshire

Implementation

A varied and staged approach to the exploration of career pathways and the development of employability skills across the curriculum and at key decision points, to ensure that students have the essential skills to be work ready. Career's education fits within our Futures Pathway and has a dedicated half term each year. Careers events also take place across the academic year.

- **Curriculum:** A careers curriculum that is aspirational, ensuring all students are aware of the possibilities open to them, delivered through a range of enrichment and extra-curricular opportunities.
- **High Standards:** Extensive support for students and parents to ensure students are best prepared for their Post 16 and Post 18 choices to maximise potential.
- **Intelligent assessment:** Tracking of students' career aspirations and progress towards achieving them through Compass+, across each Key Stage, help to guide the tailored provision offered at each key point. All students have access to UniFrog
- **Equipped:** Use and inform students of up to date local and national Labour Market Information to help them appreciate the role of British Industry and independently manage each stage of their career within it.
- **Values:** Promotion of the rights and responsibilities of both employers and employees, helping students to develop the appropriate attitudes and values required to become work ready.
- **Esteem:** Believe in and build students' self-esteem and develop confidence and resilience to aim high and attain their career aspirations.
- **Dedicated careers advisor:** We employ a dedicated careers advisor, to offer impartial advice to our students on the next steps in their academic journey.
- **SEND Support:** SEND students are fully supported in throughout the application process including additional visits and interview practice.

Impact

Pupils will make informed decisions at crucial transition points within their educational journey at the end of KS3, KS4 and KS5. They will have had experience of a wide range of opportunities, interests and options so they are best placed to make informed decisions about their future choices. Developing the skills needed for them to be employable, whether that is voluntarily or paid. Pupils will know the value of having work and commitments in their lives. They will understand that they have a valued and important part to play in the world in which they live and they can and are motivated to contribute to society in a way which best suits their interests and skills. Pupils will know about and make use of the range of support and advice that is available to them in order to support their choices and decision making as the progress on from The Marches.

Careers: Futures Content

Year 7

- Students explore the role of secondary education in achieving their long term goals. As part of the Citizenship programme at the school students will use the ICould Careers software and explore the importance of growth mind-set.
- Students will learn about the links between different subjects and their future goals.
- Careers day: Speed networking with 10 local employers
- Employer/College workshops
- External careers assembly
- Careers assembly

Year 8

- In Year 8 students will use UniFrog Careers.
- Students in Year 8 will learn about the importance of financial awareness and how good career planning can help them to achieve financial security.
- Employer engagement day
- Careers across the curriculum
- Big bang
- External careers assembly
- University trip, to raise aspirations (select group)

Year 9

- Students will make options choices, the careers programme is therefore tailored to supporting their understanding of future pathways and career planning.
- Through the Citizenship, Parent Events and our assembly programme students will learn about the options process.
- Students and parents are encouraged to use the Kudos Careers Planning Software.
- Careers/options choices
- During citizenship lessons students will explore skills for employment.
- Enterprise day
- Careers talks
- Assemblies
- Careers across the curriculum
- Chester Uni (whole year group)
- University speaker
- Airbus assembly
- Careers day

Year 10

- In Year 10 all students are expected to take part in a week of Work Experience, the Citizenship programme will support them in preparing for Work Experience: Writing an application, Getting the most out of work experience, Staying safe at work.
- Students will continue to develop their financial awareness investigating bank accounts and credit & debt.
- They will explore the importance of safeguarding their reputation online and learn about how to do this.
- Students in year 10 will use the Unifrog careers software.
- Duke of Edinburgh
- Kudos
- Work experience
- Assemblies
- Armed Forces talk
- Careers across the curriculum

Year 11

- In Year 11 students are supported in making their Post 16 transition decisions, all Y11 students are expected to take part in a Mock Interview with Rotarians.
- Students in Y11 are supported in making applications to Post 16 education providers and have a range workshops, taster days and events supported by a wider range of providers, including Apprenticeship providers, employers, sixth form and colleges.
- Learn about interview tips and traps
- All students will have a one to one careers interview with a qualified careers advisor.
- CV writing completed in English
- Interviews with Rotarians
- Duke of Edinburgh
- Sixth Form taster days, NSC taster days
- External P16 provider talks
- Sixth form interviews
- Apprenticeship assembly
- Careers assemblies
- Landau
- Vocational curriculum
- Armed Forces talk
- NCS
- Students and their families are encouraged to use the Unifrog Software
- Careers across the curriculum
- DfWP assembly
- Work place visits for students identified as at risk of becoming NEET

The Big Picture

We aim to equip young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Students learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy.

Intent

The principal aim of Citizenship education at The Marches is to engage pupils in the local and global world; to consider their role as global citizens and to think critically but proactively about a politicised environment. The course encourages students to play an active part in public and democratic life as informed and active citizens.

Implementation

Citizenship at the Marches school fits within our broader Futures Pathway. We use a combination of themed half terms, tutor sessions, reading, assemblies and embedded content across the wider curriculum to deliver our programme. Themes in previous years have included, Peace Project and Eco week - Plastic Bottle/Recycling vote. Students cover the following content:

Key stage 3

At the Marches we develop pupils' understanding of democracy, government and the rights and responsibilities of citizens.

Pupils apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

- The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch
- The operation of Parliament, including voting and elections, and the role of political parties
- The precious liberties enjoyed by the citizens of the United Kingdom
- The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
- The functions and uses of money, the importance and practice of budgeting, and managing risk.

Key stage 4

Students build on the key stage 3 programme of study to deepen pupils' understanding of democracy, government and the rights and responsibilities of citizens. They develop their skills to be able to use a range of research strategies, weigh up evidence, make persuasive arguments and substantiate their conclusions.

Prior learning at KS2:

Developing confidence and responsibility making the most of their skills, Respecting the differences between people, Respectful Relationships, Families and People Who Care For Me, Caring Friendships, Online Relationships, Being Safe, Living in the Wider World and Developing a Healthier Lifestyle.

Impact

Students will gain a good understanding of current affairs and how the world around them works. They will be able to form opinions on issues such as voting and the legal system, and understand news stories better, and have more of an interest in those news stories. They will be able to substantiate their opinions using examples that we bring into our classroom teaching, and be able to bring in their own examples gained from their wider knowledge. The Futures Pathway themes allow our students to actively live Citizenship and make a difference within school and our wider community.

The Big Picture

At The Marches we are fully committed to improving our students' Spiritual, Moral, Social and Cultural (SMSC) mindfulness. The areas of SMSC are fully embedded into our Values and Expectations. We seek to equally support the students' academic achievement alongside developing their broader character.

Intent

Our students understand the five key values of democracy, rule of law, mutual respect, individual liberty and tolerance, the curriculum as well as enrichment activities support this. Students should be able to live the issues and enact change within the Marches school and the wider school community.

Implementation

21st Century Britain and SMSC is delivered through our Futures Pathway. We use a combination of themed half terms, tutor sessions, reading, assemblies and embedded content across the wider curriculum to deliver our programme.

The programme is delivered through our Futures Pathway with a dedicated theme each year covering:

Spiritual- This encompasses our school value of being respectful of each other and our feelings. Students broaden their imagination and creativity whilst at The Marches alongside understanding other people's beliefs and values. At KS3 this is delivered through discrete RE lessons. At KS4 this is built into our Futures Pathway.

Moral- At Th Marches we always encourage students to recognise the difference between right and wrong, as well as understanding that negative actions have consequences. Students also spend time investigating ethical issues.

Social- Students adhere to the Values and Expectations of the Marches, participating in school activities beyond the school day.

Cultural- Our students are inspired to accept, respect and celebrate diversity. They learn to appreciate difference and develop their understanding of different cultures in the South Leeds area and beyond.

The dynamic futures programme allows The Marches students to develop a greater understanding of the issues beyond the classroom. Please see the themes page for 2021 -2023 content.

Impact

Students at the Marches school will have a broad and balanced experience of 21st Century Britain and SMSC, through our Futures Pathway. The structure of the Futures Pathway, allows our students to live the issues and create wow moments within the curriculum, that transforms the content from stand alone taught elements, to activities they 'live' and take an active role in changing.