

New Secondary Curriculum Local Authority Newsletter

Edition 8 – February 2009

Introduction to February Newsletter

One of the messages coming from Aspect Regional Advisers, is that the first Phase Two theme of, “**Increased coherence from the learner perspective 11-19**” is a focus of great interest and much useful debate. How best can Local Authority colleagues support schools in ensuring that students see, and experience, their curriculum as a coherent entity? In this respect it is very helpful to talk about a 11 to 19 curriculum. The second theme, “**Systematic planning for the whole curriculum**” is suggesting to some Local Authority teams (working on, for example Building Schools for the Future, the Children and Young People’s Plan and the National Challenge) that their work with schools might best be organised as a coherent endeavour. Aspect Regional Advisers have often been asked to work with Local Authority Teams with this in mind and it is clear that time reflecting on how to make connections is welcomed. Similarly, in schools, there is good evidence for recommending and supporting a coherent approach to curriculum development which sees the curriculum as making a significant contribution to the 5 Outcomes.

The final message of Phase Two “**Disciplined Curriculum Innovation**” and the useful QCA support materials are clearly helping Local Authorities and schools develop a curriculum planning process which ensures a coherent curriculum that benefits all learners, builds in progress checks and collects evidence to evaluate the impact of the developments.

Judith Hibbert
Aspect National Advisor

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What are the partners doing?

Aspect / CfBT

Aspect continues its support for Local Authorities and our regional advisers (see contact list below) are on hand to:

- Contribute to conferences and workshops for Local Authorities
- Work with teams of advisers providing support for various aspects of the New Secondary Curriculum
- Link directly with the named Local Authority **key contacts** and advisers new to this area of work

We have also produced a number of packages that Local Authorities can use with schools and/or Local Authority teams. These are a collection materials put together to support thinking around the following areas:

- Designing a coherent curriculum – including : definitions of coherence; pupils’ perspectives on coherence in their learning and the role of PLTS; key PowerPoint’s and activities to explore coherence and implications for curriculum development.
- Increasing commitment to learning – this promotes the QCA CD ROM materials on “Increasing Commitment to Learning” focussing on activities that Local Authority colleagues can use to support schools in exploring this and thinking through effective ways of increasing student commitment to their learning.
- Disciplined Innovation - this provides support to Local Authority in embedding disciplined curriculum innovation in schools.
- Governor support – this is a set of Power Points and activities for Local Authority colleagues to help Governing Bodies understand the New Secondary curriculum and their challenge and support role.

During March Aspect is also undertaking an interim evaluation of this curriculum development initiative. This will include a short questionnaire which will be sent to all Local Authority contacts to complete and more in-depth discussions with 20% of Local Authorities. We do hope you will participate in this evaluation as it will provide useful information for improvement and future planning. If you would like to know more about the evaluation, please contact Judith Hibbert – details below.

Aspect Regional Advisers

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DCSF

New Quality Badge goes live to cut bureaucracy and increase Learning Outside the Classroom

A new Quality Badge for organisations providing educational experiences for children and young people went live on 30th January 2009. Although organisations are expected to come on board gradually and will not all receive the badge at the same time, schools are encouraged to look out for badged providers and liaise with their Local Authority.

The Quality Badge will enable Local Authorities and schools to identify organisations and settings providing high quality Learning Outside the Classroom experiences and managing risk effectively. Such venues might include field study and adventurous activity centres, museums, historic houses, places of worship, theatres, galleries, zoos, botanic gardens and farms, as well as organisations providing expeditions and cultural, language and study visits abroad. To gain the Badge, providers will have to demonstrate they meet a set of quality indicators: The provider

- has a process in place to assist users to plan the learning experience effectively
- provides accurate information about its offer
- provides activities, experience or resources which meet learner needs
- reviews the experience & acts upon feedback
- meets the needs of users
- has safety management processes in place to manage risk effectively.

Underneath each high level quality indicator are a number of sub-indicators. The quality indicators are the same for all types of LOTC provider.

The Quality Badge should help schools and Local Authorities overcome some of the barriers preventing them from providing out of classroom experiences for pupils as a regular and frequent part of the curriculum, and beyond. It aims to simplify the task of planning and running activities, choosing an external provider and helps cut down on the paperwork involved in risk management. This scheme is designed to improve the quality of learning outside the classroom and, over time, as more organisations gain the Quality Badge, to ensure more young people have access to these exciting and challenging experiences.

For more information about the Learning Outside the Classroom Quality Badge, please visit www.lotc.org.uk or www.lotcqualitybadge.org.uk

QCA

Could it be even better if...

Two major events take place in March that will help drive the next stages in the development of the secondary curriculum in England.

National Dimensions Conference – 12 March 2009

The National Dimensions Conference on 12 March in London will raise the profile of dimensions for curriculum planning and demonstrate how dimensions are interdependent and mutually supportive. Dimensions are the 'Big Ideas' and challenges that face the world today. They provide opportunities to ensure that future societies are in a position to flourish. A publication helping schools and colleges to plan for cross-curriculum dimensions as part of a coherent 11-19 curriculum will be launched at the conference. For more information and to register go to: www.equity-events.co.uk/dimension

Developing a Coherent 11-19 Curriculum for the Future - 24 March 2009

As the New Secondary Curriculum starts to become embedded, there is a significant opportunity to reflect of what we want the design of the curriculum to be in the near and more distant future. With the major investment taking place in our schools and colleges, we want to ensure the experiences our learners of the future have reflect a truly modern world-class curriculum that inspires and challenges all learners and prepares them for their futures.

QCA are hosting an event on 24th March will take the form of a conference that will take place in five different venues simultaneously. These venues in Nottingham, Bristol, North Yorkshire, Blackpool and London and will be linked using video conferencing facilities. Mick Walters, Director of the Curriculum at QCA, will provide the keynote.

If you would like to attend the event, please contact Lauren@equitycommunications.co.uk for further details and to book your place.

March also marks the start of a major month-long project looking at how we can develop an even more coherent 11-19 curriculum that will meet the interests, needs, specialisms and aspirations of young learners in the 21st century.

QCA, in partnership with NCSL and SSAT, will be asking learners, their parents and subject leaders what a coherent curriculum would look like to them. We will explore new ways to implement a curriculum that enables and promotes even better learning.

We will also explore how schools can change from simply being institutions where an education is delivered, into centres for learning that lead the development of a modern world-class locally determined curriculum.

To get involved in this exciting project please contact Crichton Casbon at QCA - casbonc@qca.org.uk

To support teachers of pupils with special educational needs

QCA is updating its guidance to support teachers of pupils with special educational needs.

The "Using the P scales" pack, originally published in 2005, will now include examples of pupil performance at P1 to P3 as well as P4 to P8. The purpose of the pack is to help school staff develop a common understanding of the P scales and their uses. Each pack contains a guidance booklet on using the P scales, collecting evidence, making best-fit judgements and the moderation process. It also includes a DVD which demonstrates, through the use of case studies, how schools are using the P scales and gives examples of pupil performance.

QCA guidance on Planning, teaching and assessing the curriculum for pupils with learning difficulties is also being updated. This set of booklets was originally published in 2001 and gives valuable guidance to staff working with pupils with SEN. There is a booklet for every national curriculum subject and RE as well as general guidance and a booklet on developing skills. These materials have been updated to take account of the revised secondary curriculum and recent curriculum development.

Both publications will be available to order from the QCA orderline from April 2009.

Specialist Schools and Academies Trust

Curriculum Design Events

SSAT are running further free events as part of the support programme for the New Secondary Curriculum. Events in March will focus on collaboration and the curriculum. It's a great chance to join the programme as these sessions are designed to enable a greater degree of networking with colleagues in your area.

Delegates will have the chance to discuss issues around the theme of collaboration as well as be able to respond to a school presenting how they collaborate. Whilst there are local issues most aspects are generic and there will be opportunities to share experience with colleagues.

The theme of the day will cover three main areas

- A general update on new secondary curriculum Issues.
- A structured discussion – a list of thought provoking questions led by the lead practitioner designed to encourage knowledge sharing and best practice.
- A case study on collaboration – a current example of collaboration and innovation in a school from your region.

Details of dates and venues including events for special schools may be found on page 23

Further information about the programme and booking for the events is available at

www.ssatrust.org.uk/curriculumdesign

Local Authorities are invited to send a representative to these events if you:

- Have organised a separate event in your LA, and /or are planning to do so and would like one of our lead practitioners to present at it
- Have middle school and would like some specific support for them in responding to the new curriculum developments?

Please contact Anuj Morjaria on 0207 802 0861 or anuj.morjaria@ssatrust.org.uk

National Strategies

The new National Strategies website <http://nationalstrategies.standards.dcsf.gov.uk/>, now houses all key National Strategies resources and materials in a new interactive format. It will be refined and updated to include the latest publications.

Assessing Pupils' Progress (APP)

The following is now available on the NS website and in print:

English and mathematics: Revised handbook, Standards Files (levels 3–8) and Assessment Guidelines (levels 2–8).

Science: Handbook, Standards Files (levels 3–8) and Assessment Guidelines (levels 3–8).

ICT: Handbook, Standards Files (levels 4, 5, 6) and Assessment Guidelines (levels 3–8). [additional ICT Standards Files (levels 3, 7,) will be available on the web from March 09]

A short leaflet which provides additional guidance for school senior leaders is also now available from the website.

Subject Associations



The Design and Technology Association

Website: www.data.org.uk

e-mail : lee.edwards@data.org

NEW KS3 CURRICULUM DESIGN AND TECHNOLOGY – PLANNING LEARNING EXPERIENCES OUTSIDE OF THE CLASSROOM (see DCSF Badge scheme page 4)

The Government has put learning outside the classroom at the heart of the curriculum and young people's personal development. Educational visits and out-of-school teaching can bring learning to life by deepening young people's understanding of the environment, history and culture and provide real contexts for their learning. D&T can be considerably enhanced by experiences provided through visits made within the schools locality and where time and funding allow, venues such as museums and educational centres further afield. Two case studies of how schools are making use of their local environment to stimulate D&T activity back in school are made available on the Design and Technology Association website at:

http://www.data.org.uk/index.php?option=com_content&task=view&id=731&Itemid=615

Bio Bags:

A project that has been run twice across the South West with a mixed KS3 group of 18 pupils from three different schools in Cornwall involved a one day visit to the Eden project. <http://www.edenproject.com/>. The emphasis was on pupils developing creative ideas (stimulated by bio-mimicry), to design bags for use at the location. The project could equally have been run at a local garden centre, botanical garden or park. On site, the pupils interviewed specific bag owners about the features of bags people use.

Pupils used digital photography to help them to see and create a reservoir of resources to stimulate their thinking. They then used paper modelling to develop their concepts working both in teams and pairs. They were then able to produce working prototype using textiles.

Designing Healthy Food for a Local Context:

This design and technology project arose from a school canteen deciding for economic, environmental and nutritional reasons to obtain and use as much local seasonal produce as possible. To this end pupils from Cape Cornwall School were asked to design and make a meal consisting of soup, bread and an apple based dessert. The meal had to meet the nutritional needs of teenagers and fulfil the requirements of the national nutritional standards for lunches in secondary schools. A visit to the school canteen and an introduction from the canteen supervisor helped set the context. (This could also have been supplemented by a talk in the classroom from the County School Meals Service). This provided students with an insight into how the canteen operated but more importantly for this project, it gave them some idea of the restrictions on their design ideas e.g. time, numbers of staff available for making, cost, equipment etc.

A talk by a local organic farmer was given to the group during which they discussed environmental issues regarding food production. Funding to support this was obtained from the Education Business Partnership as it met the criterion of 'bringing the workplace into the classroom.'

The pupils were clearly motivated by the design opportunities presented by the context and using seasonal local vegetables. They developed a better understanding of the environmental, ethical, economic and social issues facing food production and increased their awareness of where food comes from. The project allowed for plenty of practical sessions, working both individually and in teams. Parental support was also utilised. Cape Cornwall is a rural school and they were interested in the project because it promoted local industries and businesses.

FREE Design and Technology Key Stage 3 New Curriculum Professional Development Events

The Design and Technology Association and CfBT are organising events for schools in areas of the country which may have had little opportunity to engage with the support to help them develop the new Design and Technology KS3 curriculum.

The sessions, are designed specifically for subject leaders and teachers of D&T and provide an opportunity to engage with the variety of resources developed to support teachers. They are designed to help teachers develop and deliver the new curriculum. Even if a school has been represented at previous events it will provide a valuable opportunity to network with other schools and professionals

The half day events are being run in the morning and repeated in the afternoon. A complementary buffet lunch is available for attendees of either session and will be available from 12.10 – 13.20

Tuesday 10th February 2009 – Tiverton, Devon

Thursday 26th February 2009 - Worcester Rugby Club, Worcester

Monday 16th March 2009 - Macdonald Tickled Trout Hotel, Preston

Tuesday 17th March 2009 - Macdonald Portal Hotel, Golf and Spa, Tarporley, Cheshire

Wednesday 18th March 2009 - The Great Barr Hotel, Birmingham

To attend any of these events please contact Stephanie Timms on 01789 473903 or Stephanie@data.org.uk



Geographical Association

Website : www.geography.org.uk e-mail : info@geography.org.uk

Watching videos is a good way to engage teachers in CPD. The CfBT project has produced four videos showing the New Secondary Curriculum in action in a range of Geography lessons. These are ideal for provoking discussion in network or department meetings.

There are already two videos on the www.newsecondarycurriculum.org . One is on a 'compelling learning experience in geography' at Homewood School in Kent and the other on 'Geography in project based learning' at Horbury School in Wakefield.

Two new geography videos have been added, both with a different emphasis;

The first video is **'Using GIS and Learning outside the classroom to Explore Pupil Journeys to School'**

It is filmed at Teignmouth Community College in Devon, an 11-18 comprehensive school with a flourishing and successful Geography department. It shows the Geography department has embraced the New Secondary Curriculum and has been pro-active in developing a topical, relevant and engaging KS3 programme of teaching and learning.

In the video, the department is seen working with the Local Authority Travel Plan Officer developing a unit of work that involves Year 8 students in investigating 'Journeys to School' by students. The Local Authority has taken all the travel mode data and incorporated it into their GIS system and made this available to all Devon schools. The Geography Department uses this GIS and local fieldwork to investigate travel modes and the challenges that students face when travelling to school. Students gather and analyse data from the GIS and their own fieldwork and then do a presentation detailing patterns of travel, travel hazards and possible solutions for safer travel. The results of the presentations are fed back to Local Authority engineers and action is taken where practical e.g. widening pavements. In this way, their work in Geography is a real benefit to students and the school community.

The second video **'Connecting students from the local to the global: teaching the food crisis'** is classroom based. It shows how Geography explores real and relevant contemporary contexts. Paula Cooper teaches place, one of the underpinning concepts of geography, in the context of a topical issue, namely the food crisis.

The Geography programmes of study encourage schools to examine geographical issues in the news. The reduction in prescribed content allows schools time to include these in their schemes of work.

Paula Cooper introduces the issue of the current global food crisis and how it affects the students personally by starting with a bag of shopping and examining how food prices have increased in the UK. She then looks at how the increase in food prices affects people in more distant places. The focus of the lesson is on Ethiopia and so students increase their knowledge of place.

In the lesson Paula provokes students with sharp questioning which enables them to make perceptive comments. She engages the students with quality resources providing them with the opportunity to develop their geographical thinking, to challenge stereotypes, and see an issue in the news through a geographical lens.

If Geographers in your Local Authority would like help in planning an exciting and relevant new Key Stage 3. Please get in touch with us.

There are 20 Regional Subject Advisers [RSAs] available to work with networks of schools in each of the nine government regions. They can offer a range of sessions from full day to twilight plus support via email. RSAs are currently involved in developing sessions on using GIS in lessons and increasing the use of Learning Outside the Classroom, however the focus for these sessions is completely negotiable, and therefore dependent on your needs.

Ruth Totterdell (ruth@totterdell.co.uk)

David Rayner (david.rayner@blueyonder.co.uk)

National Subject Leads for Geography working on behalf of The Geographical Association



The Historical Association

Website : www.history.org.uk **e-mail :** alf.wilkinson@history.org.uk

We are really pleased with the way our support for history teachers and subject leaders is helping them embed the principles of the New Secondary Curriculum in their teaching, learning and planning. Perhaps we are not very good at blowing our own trumpet, but we were highly delighted to receive this evaluation following a recent support session '...somewhere in England..'

'The training offered by the RSA for History, which focused, at our request, on 'Assessment and Progression', 'Cross-curricular planning' and 'Exploring the key concept of Diversity' was expert, challenging and pertinent. As a result of the training, the Subject Leaders not only felt better equipped to implement aspects of the new curriculum, and empowered to challenge ingrained notions of progression in History, but also felt reinvigorated in their sense of themselves as historians. In their own words, they found the training 'thought-provoking' and 'inspiring'.'

LA subject advisor

So if you want to take advantage of what we have to offer please get in touch. We **may** be able to continue to support your LA in the Summer Term, but free support is at present only guaranteed until the end of March 2009.

Alf Wilkinson, National Subject Lead, History.

alf.wilkinson@history.org.uk, Tel 01529 460553



Association for Language Learning

Website : www.all-nsc.org.uk e-mail : kathywicksted@tiscali.co.uk

First steps: an RSA's reflections on renewing language learning within the new secondary curriculum

Rachel Hawkes, Assistant Principal and Director of Language College at Comberton Village College, Cambridgeshire, and Lead Regional Subject Adviser for the new secondary curriculum.

Fact file

Type of school	11-16 mixed comprehensive Foundation school with Sports and Languages specialist status
Number of students	1400+ (300 approx per year group)
Languages studied	Spanish (first foreign language), French and German (second foreign language for approx 65% of cohort, French to one half, German to other)
Whole school co-ordination of new curriculum developments	There is a new cross-subject Learning 2 Learn programme with the acronym CREATE (Creative, Reasoning, Empathic, Active, Tenacious, Everlasting). Year 7 lessons are collapsed 6 times a year for inputs, and the language and skills are reinforced by subject teachers as opportunities arise in their subjects. Apart from this, Heads of department have been given a free rein to redesign their curricula, so interaction and overlapping are entirely down to the individual HOD. Languages have linked with Geography, English and Music so far with some considerable success! It just takes time to have the exploratory conversations!
Development and dissemination of new material & approaches in languages department	The principles underpinning the New Secondary Curriculum were shared at departmental level. I wrote most of the material for year 7 (using PowerPoint) and our new SOW with some input from other teachers on specific sequences of lessons e.g. dictionary skills or family. There is now a PowerPoint lesson in place for all of year 7 SOW which is hyperlinked and shared across the department, although it is understood that teachers will adapt material to meet the needs of their own classes. At KS3, we have never used one textbook, but we have taken listening and other material from Mira and Listos for Spanish, Metro and Boardworks for French, and Logo for German.
Differentiation in languages	We teach year 7 in mixed ability groups for term 1 and focus on skills development: phonics, memory, sentence-building, performance and creativity. The skills focus continues in terms 2 and 3 but we set by ability from January, using differentiated SOW and material (sets 1,2,3 and sets 4,5). This differentiation continues into years 8 and 9.

“Quien se atreve a enseñar, nunca debe dejar de aprender.” (In English - “Whoever dares to teach must never stop learning”.) So went the caption I chanced upon whilst surfing for authentic images, comic strips and texts when preparing material for teaching year 7 after Christmas. I reflected, and not for the first time, that one of the ways in which I know this new curriculum is working for me and for my students is the increase in the number of times I need to acquire new language, new ideas or even new skills in preparing to teach with it. Having freed up some time by removing some (not all!) of the previous content from our year 7 scheme of work, I found that the seeds of cross-curriculum ideas began to grow and little by little develop into lessons or sequences of lessons.

The language needed for these lessons is not in any text book, so the source material became a geography text book, a text from the internet, a song or a poem. Preparing lessons with these sources involves thinking, and thinking a little differently, about the learning. It is increasingly the case that the learning objectives include new factual knowledge, as well as new grammatical or lexical knowledge, and that there is a much more obvious focus on skills that can be developed and applied in further language learning situations. It has got to be a good sign that I need a dictionary when preparing lessons for year 7 Spanish groups. And if I am interested in what I am finding out about, whether a Spanish festival, an area of Spain, the work of Spanish painters or how many words have the same stress as ‘plátano’, then there must be a good chance that my students will also find these lessons interesting.

“They learn family members as they learn about the Spanish royal family, colours and physical description as they learn about the work of Picasso and Miró”

I have called this article ‘first steps’ because it feels very much like this is just a beginning. I’m limited, as most of us are, by time and the limits of my imagination within this limited time! There are links that I’m sure could be made, tasks that could be designed, projects that could be created, that I am not even close to thinking of. This doesn’t really matter though, and I think it’s vital that in glimpsing the bigger picture we don’t become paralysed into inaction precisely because there are so many possibilities and avenues to explore.

So far we have year 7 learning to describe places with the language of geography and producing personal world maps in Spanish that detail how international they and their most significant possessions are. They learn family members as they learn about the Spanish royal family, colours and physical description as they learn about the work of Picasso and Miró; character and physical attributes by describing their own ‘inspector’ character that they have developed in English; how to write and perform raps (linked to the music curriculum) as they learn school subjects and opinions; and imperatives as they develop their own warm up/exercise routines in Spanish. In addition, year 7 begins with a Spanish song competition that involves all ten classes learning a different Spanish song and performing it (it is videoed and shown in assemblies during the European Day of Languages week). Feedback from parents and students on the song competition has been incredibly positive – it was an important factor in a successful transition to secondary school for several students.

I am trying to keep a clarity of purpose as I adapt our curriculum, which is not always easy! It helps me to keep returning to some essential aims – skills that I hope all year 7 students consciously and consistently develop. I want them to feel secure in their knowledge of sound-spelling patterns, to be confident that they can read and pronounce unfamiliar texts with a fair degree of accuracy. I want them to be unfazed if they don’t understand words and to have a range of strategies to try to unpick the gist of what they read. I want them to have fun when they speak in the foreign language, to enjoy ‘having a go’ and using what they know to get their message across. I want them to realise the importance of a good working memory and to be active in improving their own memory strategies. I want them to understand structures sufficiently to be able to make their own meanings and to communicate them. I want them to be curious about other cultures and peoples and enjoy learning about them. It’s difficult to sum these ideas up but essentially above all else I want our students to be **active** language learners.

These aims provide a yardstick to measure each new lesson that we add to our curriculum, and helps me reappraise lessons in our existing scheme of work. Are the learners active in this lesson? What do they actually 'do'? How many volunteer and contribute? What skills are they developing? Do they know they are developing those skills? How much talking is the teacher doing compared to the students? These questions help me to judge if the lesson is working as it is, needs changing or needs to be replaced with a completely different one.

The new secondary curriculum is a steep learning curve for all of us. If we teachers use it as an impetus to learn, then we will experience a renewed motivation for and conviction in our teaching.



PSHE Association

Website : www.pshe-association e-mail : Kathryn@pshe-association.org.uk

PSHE Association 2nd Annual National Conference – 10 June 2009

Date for your diary

The PSHE Association will be holding its 2nd Annual National Conference in London (venue TBC) on **Wednesday 10th June 2009**. We encourage colleagues to note this date as we would really like to see you at the conference. Further details regarding the programme and workshops etc. will be available on our website in the near future.

PSHE Association posters - Making sense of Personal Social Health Economic Education in the New Secondary National Curriculum – request copies now for your secondary schools.

Produced for PSHE education subject leaders to provide an overview of the New Secondary National Curriculum and the place of PSHE education within it. These posters are available in hard copy and have primarily been produced for every secondary school in England. Please contact Kathryn Geels, kathryn@pshe-association.org.uk, or download them from the PSHE Association website: www.pshe-association.org.uk. Stocks are limited so request your copies now before they are all gone!

PSHE Association members' forum



This is an opportunity to share ideas, practice and knowledge with other PSHE Association members.

We really hope you and your schools will get involved and find this a useful tool.

Log on to the members' area and get posting!

<http://www.pshe-association.org.uk/default.aspx?page=427>



National Association of Teachers of Religious Education

Website: www.natre.org.uk **e-mail:** Info@natre.org.uk

HEAD OF RE ARRESTED – PART 2!

Following the ‘arrest’ of regional subject adviser Angus Dawson by Portland prison warders (see previous edition of this newsletter) the results of his labours will now be available for viewing on the New Secondary Curriculum website at: <http://www.newsecondarycurriculum.org/>

Angus’ own filming of the local environment, the prison and interviews with local people features in the short video that we produced to showcase an approach to transition from key stage 2 to 3 in RE. The film shows Angus working with colleagues in neighbouring primary schools to design a programme that links key concepts in RE with literacy and ICT. Together, and with the support of the senior managers in all the federation schools, the teachers consult pupils about their learning, and develop a sequence of two lessons – the first to be undertaken by pupils when they are in Year 6 and a second that they will follow when they arrive at Royal Manor in Year 7. The resulting lessons sparkle with ideas and activities that really engage the pupils.

Along with the Portland film we have also produced one that features a model for the setting up and operation of a teachers’ subject network group that focuses its attention on the principles of the New Secondary Curriculum. The Head of RE at Holmfirth High School, Alastair Ross, pulled together a ‘writers group’ of RE teachers in Kirklees to produce some new RE resources that responded to the students’ interests, without forgetting the minority. In the film these materials are trialled in a vibrant and engaging Year 9 lesson.

You will also be able to see both films, along with a few others about RE in the new curriculum, on the NATRE website at: <http://www.natre.org.uk/secondary/video.php>.

Dave Francis

Email: nsl@natre.org.uk



Global dimension and sustainable development

DEA is an education charity that promotes global learning and runs a free teachers' website that can help with implementing the global and sustainable development dimension that runs through the New Secondary Curriculum. Global elements are also statutory within every subject of the new curriculum, and the Government wants every school to be a sustainable school by 2020, of which the global dimension is a key part. The global dimension helps young people make connections between their lives and the wider world we live in. This is of crucial importance for young people's future success in a globalised economy, as well as for tackling major global issues such as poverty and climate change.

There are many schools around the country doing excellent work embedding the global dimension across the school curriculum and school ethos. For example:

- Howe Dell primary school in Hertfordshire covers seven key concepts in its curriculum – interdependence; citizenship; needs and rights of future generations; diversity; quality of life; sustainable change; uncertainty and precaution.
- Notre Dame High School in Norwich uses ICT to help young people link up with others in the USA and France to challenge their stereotypes and foster a sense of common humanity, as well as improving their ICT skills.
- A cluster of schools in Liverpool have taken up 'Fairtrade' status. This was driven by pupils through their school councils.
- Benton Park School in Leeds has incorporated the global dimension across Geography, Art, History, English, Science and Spanish – taking a truly cross-curricular approach to the global dimension.

There are 8 overlapping concepts that are at the heart of the global dimension and educators will bring these out in different ways depending upon the context:

- Global citizenship
- Interdependence
- Social justice
- Conflict resolution
- Diversity
- Values and perceptions
- Human rights
- Sustainable development

Many of the issues that global learning explores have no easy answers – e.g. why is there poverty? or What is the best solution to climate change? Therefore global learning favours active learning approaches where young people can explore the issues and come to their own conclusions.

DEA/ Ipsos MORI evidence shows that global learning has a very real and positive impact on young people. The simple act of discussing news stories from around the world led to a 35% increase in the number of young people agreeing that it was a good idea for people from different backgrounds to live together in the same country. This shows how the global dimension can also be used to meet the duty on schools to promote community cohesion. Similarly, discussing what people can do to make the world a better place led to an increase of 48% in the number of young people who want to understand why there are problems in the world, and an increase of 64% in the number who understood that what they do in their daily lives affects people in other countries.

For further information contact Hetan.Shah@dea.org

Case Study

Developing PSHEe in the 11-14 curriculum:

A case study for local authorities and subject associations

PSHEe brings considerable challenges to secondary teachers in the light of the revised curriculum. However some local authorities in the south west have successfully collaborated and worked with specialist advisers to develop materials for teachers.

It all started in early 2008 when some primary schools in Poole, Bournemouth and Dorset collaborated to produce a comprehensive PSHE resource pack called 'Rainbow'. This brings together Social and Emotional Aspects of Learning (SEAL) materials with Personal Social and Health Education (PSHE) and offers a coherent curriculum for primary school teachers from Foundation to Year 6. It has been well received by both teachers and others connected with primary schools, and the early signs are that it has improved the quality of learning in PSHE. The project was completed in record time and has been provided to all schools in each Local Authority together with training.

As a result of the success of 'Rainbow', Middle School teachers made representations to the Local Authorities to develop materials for Years 7-9 and engaged the south west PSHEe team for support. In October 2008 Poole and Bournemouth held a joint briefing to outline requirements and introduce schools to PFEG representatives. Subsequently work has commenced on an 11-14 project with a working title of 'Prism' which brings together the strands of PSHEe and secondary SEAL into a comprehensive scheme of work, for one lesson a week for three year groups with accompanying resources. The resource will identify strategic links to other appropriate curriculum areas as well as to Every Child Matters (ECM), Healthy Schools, and Rights Respecting Schools (UNICEF).

The six modules will be thematic and follow the secondary curriculum model, for example, Risk, Healthy Lifestyles, Relationships. Each year group will contain the same modules with progression through them. Each lesson will have differentiated activity ideas and every sixth lesson (i.e. the last lesson of the half-term module) will be an assessment opportunity accompanied by tracking and recording sheets. In addition there will be materials for whole school assemblies and 'thought for the week' which emphasises PSHEe as more than the taught curriculum.

The result will be a do it yourself package for every secondary school in Bournemouth, Dorset, Wiltshire and Poole. There is sufficient flexibility to make it universally acceptable, with additional guidance for new or inexperienced teachers. The structure will help schools to comply with legal requirements and is in line with OfSTED and National Healthy Schools criteria. It is expected that the whole school approach and collation of so many materials in one folder will make this a lifeline to schools.

The south west PSHEe team members used their expertise and time to support the joint planning meetings and advise on the proposals to ensure that all aspects of PSHEe are included. Having completed this, it was possible to identify what had to be covered in each of the modules. The four local authority advisers then invited teachers from 13 schools to join the project as working partners to write the lesson plans for each module. The teachers have responded with great enthusiasm, excitement and determination.

The module writing will be completed by 27 February 2009. Trialing of the materials will take place in the Summer term with a launch to all schools early in the Autumn term. Whilst this is a very exacting and tight timescale, it will be achieved due to the support and dogged attitude of teachers whose mantra was that for their investment, they would receive much in return.

The PSHE Association is kept informed of the progression of this project through the Association Regional Subject Advisers. The expectation is that the outcome from this project will be of interest to all those involved in the national review of PSHEe and any subsequent resource material that might be developed.

However there are other messages from this project. The four Local Authorities adviser teams have worked closely together which has resulted in an efficient use of their time and expertise. Using specialist advisers from PFEG and the PSHE Association to support the project has ensured their allocated support days were used effectively. By Autumn 2009, through this initiative, they will have reached teachers in every school in each of the local authorities and engaged many of them in writing materials and associated follow-up training.

This approach has potential for other subject areas and has shown itself to be an effective way to use specialists to ensure that the new PSHEe curriculum is firmly embedded in schemes of work, as a discrete unit, and across modules in a thematic way.

Information about access to the materials will be available from September 2009.

For more information please contact Martin Baxter - **e-mail martin.baxter@sageinterim.co.uk**

Calendar of events

QCA (see page 4)

National Dimensions Conference - 12 March 2009, London

Developing a Coherent 11 -19 Curriculum for the Future Conference – 24 March 2009 in Nottingham, Bristol, North Yorkshire, Blackpool and London

Specialist Schools and Academies Trust : Curriculum Design Events (see page 5)

Curriculum Design – Collaboration and the Curriculum March 09

London

- Tuesday 3 March 2009 (AM) – Addington Palace, Croydon
- Tuesday 3 March 2009 (PM) – Addington Palace, Croydon
- Wednesday 4 March 2009 (AM) – London Borough of Havering CEME Centre, Rainham
- Wednesday 4 March 2009 (PM) – London Borough of Havering CEME Centre, Rainham
- Tuesday 10 March 2009 (AM) – Lea Valley School, Enfield
- Tuesday 10 March 2009 (PM) – Lea Valley School, Enfield
- Wednesday 18 March 2009 (AM) – Fortismere, Muswell Hill
- Wednesday 18 March 2009 (PM) – Fortismere, Muswell Hill

South East

- Friday 27 February 2009 (AM) – Tonbridge Grammar School, Tonbridge
- Tuesday 3 March 2009 (AM) – Bitterne Park School, Southampton
- Wednesday 4 March 2009 (PM) – Collingwood Technology College, Camberley
- Thursday 5 March 2009 (PM) – Coopers Technology College, Chislehurst
- Friday 6 March 2009 (AM) – New Brompton College, Gillingham
- Monday 9 March 2009 (AM) – Hamble Community Sports College, Hamble
- Tuesday 10 March 2009 (AM) – Everest Community College, Basingstoke
- Thursday 12 March 2009 (AM) – St Crispins School, Wokingham
- Thursday 12 March 2009 (AM) – St Bartholomews, Newbury
- Thursday 19 March 2009 (AM) – Waingels College, Reading
- Friday 20 March 2009 (AM) – St George Catholic School for Boys, Southampton
- Wednesday 25 March 2009 (AM) – Express Holiday Inn, Canterbury
- Thursday 26 March 2009 (AM) – The John Hanson School, Andover
- Friday 27 March 2009 (AM) – Swanley Technology College, Swanley

- **South West**

- Tuesday 3 March 2009 (PM) – West Exe Technology College, Exeter
- Thursday 5 March 2009 (PM) – The Gryphon School, Dorset
- Friday 6 March 2009 (PM) – South Dartmoor Community College, Ashburton
- Wednesday 11 March 2009 (AM) – The Qube Mounts Bay School, Penzance
- Friday 13 March 2009 – (PM) St John's School, Marlborough
- Wednesday 18 March 09 – (AM) Bodmin College, Bodmin
- Wednesday 25 March 2009 (AM) – John Cabot Academy, Bristol
- Friday 27 March 2009 (AM) – Katharine Lady Berkeley's School , Wotton-Under-Edge

East

- Tuesday 10 March 2009 (AM) – Jack Hunt School, Peterborough
- Wednesday 11 March 2009 (PM) – North Suffolk Skills Centre, Halesworth
- Wednesday 11 March 2009 (AM) – Birchwood High School, Bishops Stortford
- Tuesday 17 March 2009 (AM) – Swavesey Village College, Swavesey
- Wednesday 18 March 2009 (PM) – Kesgrave High School, Ipswich
- Thursday 19 March 2009 (Twilight) – Philip Morant School, Colchester
- Thursday 19 March 2009 (Twilight) – Venue Cliff Park High School, Yarmouth
- Thursday 26 March 2009 (Twilight) – Notre Dame High School, Norwich
- Thursday 26 March 2009 (Twilight) – Philip Morant School, Colchester

East Midlands

- Wednesday 11 March 2009 (AM) – The Skills Academy at Lees Brook, Derby
- Monday 16 March 2009 (AM) – Manor School and Sports College, Wellingborough
- Wednesday 25 March 2009 (AM) – The Skills Academy at Lees Brook, Derby
- Friday 27 March 2009 (AM) – Prince William School, Oundle

West Midlands

- Wednesday 11 March 2009 (PM)– Birches Head High School,
- Thursday 12 March 2009 (PM) – Haybridge High School and Sixth Form, Hagley
- Tuesday 17 March 2009 (AM) – Leadership Trust, Ross-on-Wye, Herefordshire
- Tuesday 17 March 2009 (AM) – Lawrence Sheriff School, Rugby
- Wednesday 18 March 2009 (AM) – Leasowes Community College, Halesowen
- Thursday 18 March 2009 (PM) – Haywood CIC, Stoke on Trent
- Tuesday 24 March 2009 (AM) – Blue Coat School, Coventry
- Thursday 26 March 2009 – Christopher Whitehead School, Worcester
- Tuesday 31 March 2009 (PM) – Leasowes Community College, Halesowen

North East

- Tuesday 3 March 2009 (AM) – Harton Technology College, South Shields
- Monday 9 March 2009 – Longfield, Darlington
- Wednesday 11 March 2009 (AM) – ‘The Charter’ Queen Elizabeth High School, Hexam
- Tuesday 17 March 2009 (AM) – Norham Community Technology College, North Shields
- Tuesday 17 March 2009 (AM) – Sedgfield Community College, Sedgfield
- Monday 30 March 2009 – Longfield, Darlington
- Tuesday 31 March 2009 (AM) – Norham Community Technology College, North Shields
- Tuesday 31 March 2009 (AM) – Sedgfield Community College, Sedgfield

North West

- Thursday 5 March 2009 (AM) – Hyde Technology School, Tameside
- Friday 6th March 2009 10.00-16.00 - Northop Hall
- Monday 16 March 2009 (AM) – Newall Green, Manchester
- Thursday 19 March 2009 (AM) – Hyde Technology School, Tameside
- Wednesday 25 March 2009 (AM) – St Peter’s, Manchester

Yorkshire and the Humber

- Thursday 5 March 2009 (AM) - Norton College, Malton
- Tuesday 10th March 2009 (AM) - Dixons City Academy, Bradford
- Tuesday 17 March 2009 (AM) – Outwood Grange College, Wakefield
- Thursday 19 March 2009 (AM) – Royds, Leeds
- Thursday 19th March 2009 (AM) - King James’s School, Knaresborough
- Monday 23 March 2009 (AM) - Brighouse High School, Brighouse
- Wednesday 25 March 2009 (AM) – Valley School, Worksop
- Thursday 26 March 2009 (AM) – Outwood Grange College, Wakefield
- Monday 30th March 2009 (AM) - Brighouse High, Brighouse
- Tuesday 31 March 2009 (AM) – Serlby Park, Doncaster

Special schools

- Thursday 12 March 2009 (AM) – Holiday Inn Bloomsbury, London
- Friday 20 March 2009 (AM) – Park Inn, York
- Friday 27 March 2009 (AM) – Manchester City Football Club, Manchester

The Association of Design & Technology (see page 7)

FREE Key Stage 3 New Curriculum Professional Development Events

Tuesday 10th February 2009 – Tiverton, Devon

Thursday 26th February 2009 - Worcester Rugby Club, Worcester

Monday 16th March 2009 - Macdonald Tickled Trout Hotel, Preston

Tuesday 17th March 2009 - Macdonald Portal Hotel, Golf and Spa, Tarporley, Cheshire

Wednesday 18th March 2009 - The Great Barr Hotel, Birmingham

To attend any of these events please contact Stephanie Timms on 01789 473903 or Stephanie@data.org.uk

PSHE Association (see page 13)

PSHE Association 2nd Annual National Conference in London (venue TBC) on **Wednesday 10th June 2009**.

Useful Websites

DCSF Local Authority support site	DCSF LA website
QCA HOME	qca.org.uk
QCA CURRICULUM GENERAL	qca.org.uk/qca_13584.aspx
QCA New secondary Curriculum	qca.org.uk/qca_13583.aspx
National Strategies Renewed Frameworks:	nationalstrategies.standards.dcsf.gov.uk/ secondary/frameworks/
National College of School Leadership	ncsl.org
SSAT curriculum design	ssat.org.uk
CfBT New Secondary Curriculum	cfbt.com/teach/newsecondarycurriculum.aspx
New Diplomas	qca.org.uk/qca_13916.aspx diplomas
TEACHERNET home	teachernet.gov.uk