

## New Secondary Curriculum Local Authority Newsletter

Edition 11 – May 2009

### Introduction to May Newsletter

Welcome.

In the last E-Newsletter we were pleased to inform you that the DCSF had provided further funding, until the end of March 2010, to support the development of the New Secondary Curriculum in schools.

Over this summer SSAT will be providing events on Curriculum Design focussing on “How well we are achieving our aims” details of these events are on page 10. The Subject Associations will be prioritising those schools that have not yet accessed their entitlement to subject support.

Aspect Regional Advisers have either contacted or are in the process of contacting each Local Authority named link colleague to identify particular needs and plan for support over the next year. Currently Local Authorities are requesting support for:

- Networking
- Presentations to Local Authority teams
- Support for designing programmes for curriculum leaders; auditing impact; and supporting networks

However there is considerable potential for Local Authorities to come together to share developments on the National Secondary Curriculum. Details of such an event held in the North West can be found on page 18.

During June the partners will be meeting to plan in more detail support for Phase 3 (August 2009 to the end of March 2010). If Local Authority colleagues would like to contribute ideas and opinions please contact me at [Judith.hibbert@ntlworld.com](mailto:Judith.hibbert@ntlworld.com) We will be providing more detail of these plans in a future E-Newsletter.

**Judith Hibbert**

ASPECT National Adviser New Secondary Curriculum

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## What are the partners doing?

### Aspect

#### Materials To Support Local Authorities And Schools

Mindful that external support for the development of the New Secondary Curriculum is time limited, Aspect is keen to help develop local capacity to sustain the good work that is already happening in our schools. We have developed Continuous Professional Development activities around three of the key messages from Phase 2:

- **Increased coherence from the learner perspective 11- 19**
- **Increasing commitment to learning**
- **Disciplined innovation**

In addition we have worked with the National Organisation of Governor Services to develop a pack of materials for use with Governing Bodies – **The Role of Governors**

Each pack contains:

- Power point slides
- Detailed tutor's notes, including indicative timings, objectives, guidance, explanation
- Resources including handouts, videos, "games"
- Activities
- A draft "flyer" that can be bespoke according to need

Certain principles underpin all of the programmes which are based on and use materials produced by QCA:

- *Flexibility of use* – modular in approach they may be used by individuals, pairs and with groups in sessions ranging from two hours to a whole day; they can be broken up and used over an extended period of time.
- *Research based* – reference is made to key researchers and their work both in the UK and USA and discussion of theory is encouraged
- *Practical and interactive* – the programmes deliberately set out to "model" what the Personal, Learning and Thinking Skills would feel like for learners in order to demonstrate, hopefully compellingly, that the development of Personal, Learning and Thinking Skills promotes effective learning.

#### Outlines of each pack:

##### Increased coherence from the learner perspective 11- 19

##### Aims

- To explore the meaning of "curriculum coherence"
- To understand how to improve curriculum coherence to enhance pupils' learning, achievement and progress

### **Increasing commitment to learning**

Develop approaches to increase learners' engagement, motivation and commitment to their learning

#### **Aims**

- To explore what underpins and encourages a “commitment to learning”
  - Compelling learning
  - Engagement
  - Motivation
- To understand how to improve “commitment to learning” and enhance pupils' learning, achievement and progress

### **Disciplined Curriculum Innovation**

#### **Aims**

- To explore the meaning and purpose of “disciplined curriculum innovation”
- To understand the process of “disciplined curriculum innovation” and how to use it to enhance pupils' learning, achievement and progress
- To develop some useful practical approaches to disciplined curriculum innovation

### **The Role of Governors**

#### **Aims**

- To raise the profile of Every Child Matters with Governing Bodies and enable them to see its role at the heart of developments
- To clarify the role of governing bodies in the curriculum and to help them to see how they might fulfil their role within their specific context
- To help governors to understand what is meant by the curriculum in the context of the changes to the primary, 11 – 14 and 14 – 19 curriculum

**For more information contact [judith.hibbert@ntlworld.com](mailto:judith.hibbert@ntlworld.com)**

**To obtain packs, please contact [mel@aspect.org.uk](mailto:mel@aspect.org.uk)**

## What's happening in the Regions?

### Report from Aspect Regional Advisers

#### North East

Following the success of the regional subject events at the end of March there are early plans to organise further regional events to consider curriculum coherence which may focus on Personal, Learning and Thinking Skills and/or PSHEe.

#### North West

The development of the New Secondary Curriculum in the North West continues to flourish. An account of a regional conference held on May 6<sup>th</sup> can be found on page 18.

The 10 Greater Manchester Challenge Local Authorities are progressing a plan - Greater Manchester Leadership Strategy with succession planning and curriculum development as key components. This applies to the New Secondary Curriculum but will also encompass the primary review. A group of New Secondary Curriculum leads meet regularly and Aspect Regional Adviser now attends. This ensures coverage of the issues in 10 out of the 22 North West Local Authorities.

#### Yorkshire and Humberside

Local Authorities are continuing to support schools in a number of ways. Subject networks are seen as playing an important role in supporting developments in the Foundation subjects and these are being facilitated by the Local Authorities. Some Local Authorities have identified curriculum leadership as a key area for development and are looking at designing a support programme for curriculum leaders to help to build capacity in schools to continue with developing the curriculum over the longer term. A number of Local Authorities are looking at ways of sharing practice through joint conferences or working together on particular issues. There is a strong focus on Personal, Learning and Thinking Skills as a way of bringing coherence to the curriculum.

#### West Midlands

Following the Regional Subject Associations networking events which were held in March materials and a strategy to encourage wider take-up of the support offer has been developed. A Summer event is being considered. Aspect is supporting Local Authorities through visits, sessions for Local Authority teams and support for auditing the impact of changes to the curriculum.

#### East Midlands

Our links with Local Authorities across the East Midlands continue to identify a wide range of approaches to supporting schools in the introduction of the New Secondary Curriculum alongside the range of other initiatives. Activities and events in some Local Authorities have brought together their secondary teams and wider colleagues in considering how current initiatives can be co-ordinated. One Local Authority is exploring how to achieve curriculum coherence through the Personal, Learning and Thinking Skills, PSHEe and Social and Emotional Aspects of Learning. Networking activities across Local Authorities, supported by the Regional Adviser, include sharing approaches to schools and key materials and ideas on such issues as, schools facing challenging circumstances, and how best to support staff development (see the Case Study on page 19.)

### **Eastern**

The Eastern region has seen Local Authority activity in support of the New Secondary Curriculum in three key areas:

- Support and development of cross-curricular themes and programmes, in particular Social and Emotional Aspects of Learning, PSHEe, Assessment for Learning and Assessing Pupil Progress. There is a generally held view that it is in these cross-curricular areas that Local Authorities have most capacity to engage with schools
- Evaluation of the impact of curriculum change in schools, and the evaluation of the effect of the Local Authority support programmes, demonstrated by investment in workshops for advisers and consultants
- Engagement with other partners and networks

### **South East**

Several Local Authorities are now exploring how to evaluate the impact of the development of the New Secondary Curriculum so far. Subject networks are being developed and consolidated to increase capacity to support further developments of the curriculum. Some Local Authorities have developed a strong partnership with SSAT, QCA and other Local Authorities.

### **South West**

Most Local Authorities have established subject networks and are planning a programme of subject training from September. There are several innovative curriculum development programmes initiated and supported by Local Authority staff and some are very effective at developing their capacity to support schools by accessing and co-ordinating a variety of resources such as Advanced Skills Teachers and specialist schools. Inter-Local Authority co-operation in the use of resources is one area that is developing in this way.

### **London**

Two cross-curricular events have been held and the teachers attending responded very positively, especially to the opportunity to work collaboratively on cross curricular projects related to the cross curricular dimensions. There is still a substantial demand for foundation subject Continuous Professional Development to enable teachers to get the most out of the opportunities offered by the changes to the New Secondary Curriculum.

A regional event for Local Authorities was well attended and another is planned for Local Authority colleagues in July. Those attending were able to share initiatives and approaches developing in London schools and Local Authorities. The focus of the next meeting will be “Disciplined curriculum innovation” and how Local Authorities can be assured that the New Secondary Curriculum is really delivering on its aims that young people should enjoy learning and achieve, be confident individuals and responsible citizens. The implications of the new Ofsted framework will form part of our discussion.

Strategy managers in a number of Local Authorities in London have welcomed workshops about aspects of the New Secondary Curriculum, in particular the priorities related to “commitment to learning”, “coherence 11 – 19” and “Personal, Learning and Thinking Skills”.

Details of Aspect Regional Advisers and contact details are available overleaf.

**Aspect Regional Advisers**

**REGION**

South East & South West

North West

Yorks & Humberside

West Midlands

Eastern & South West (part)

East Midlands

London

North East

**Associate**

Martin Baxter

Maxine Froggatt

Judith Hibbert

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John Pearce

Vicki Pite

John Smith

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[etc@smoaklands.com](mailto:etc@smoaklands.com)

## QCA

QCA has begun consulting on a number of key parts of the curriculum. They include updated non-statutory guidance on religious education across the primary and secondary phase; personal, social, health and economic (PSHE) education in primary and secondary; proposals to change level descriptions in all secondary subjects; and the proposed New Primary Curriculum. You can participate in any or all of these consultations. QCA is carrying out the consultation on behalf of the DCSF.

Online surveys have been developed for each part of the consultation and a number of events have been planned. As well as consulting with those involved in education, QCA will consult with parents and pupils.

The consultation runs from 30 April until 24 July 2009. Please get involved and encourage your contacts, your family and friends and anyone else with an interest in education to participate in the consultation. For more information go to [www.qca.org.uk/curriculumconsultation](http://www.qca.org.uk/curriculumconsultation) or [www.dcsf.gov.uk/consultations](http://www.dcsf.gov.uk/consultations).

### Revised non-statutory end of key stage statements for PSHE education at Key Stage 3

*In the April edition of this E-Newsletter this information was included in the PSHE Association section. We are including it here as it is the work of QCA and we would like to acknowledge this.*

Revised non-statutory end of Key Stage statements for PSHE education at Key Stage 3 are now available on the National Curriculum website. The statements provide guidance on the knowledge, skills and understanding that most pupils should attain in PSHE education by the end of each key stage.

The New Secondary Curriculum, introduced in September 2008, brought economic wellbeing and financial capability and personal wellbeing under the same umbrella with a separate programme of study for each. The end of Key Stage 3 statements have been updated to reflect those new programmes of study.

Sir Alasdair Macdonald has been asked by the DCSF to conduct an independent review into making PSHE education statutory, which will include recommendations on assessment. This review is due to be published at the end of April, and following the Government response and public consultation on the recommendations, the QCA will work with the DCSF to explore assessment in preparation for making PSHE education statutory. In the mean time, practitioners should use the non-statutory statements.

The end of Key Stage 3 PSHE education statements are available to download at [http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/End-of-key-stage-statements/Copy\\_of\\_index.aspx](http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/End-of-key-stage-statements/Copy_of_index.aspx).

More information on PSHE education is also available at [http://www.qca.org.uk/qca\\_7186.aspx](http://www.qca.org.uk/qca_7186.aspx)

The existing non-statutory statements for Key Stage 4 are also being revised and will be released shortly.

## Specialist Schools and Academies Trust

### Curriculum Design Events

The Specialist Schools and Academies Trust curriculum design project has been supporting schools in developing their curriculum for over a year. The programme continues over the summer term with the next series of events 'How well are we achieving our aims?' These events will be running in June/July 2009 and are designed to help schools evaluate where their curriculum is at present, as well as help identify potential future developments. Schools attending will receive free access to the new web-based SSAT curriculum evaluation toolkit which delegates will use during the day to investigate their current curriculum provision. There will be a chance for group discussion with colleagues from your locality led by our team of curriculum design lead practitioners.

**The curriculum design evaluation toolkit will allow users to evaluate their curriculum along the following themes:**

- Vision, values, principles and ethos
- Engagement
- Standards, outcomes, and assessment
- Dimensions
- Efficiency

Delegates will also receive a free interactive resource that will enable curriculum planning workshops to be held in school.

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](http://www.ssatrust.org.uk/curriculumdesign)

### Local Authorities

You are invited to send a representative to these events if you:

- Have organised a separate event in your Local Authority, and /or are planning to do so and would like one of our lead practitioners to present at it
- Have middle schools 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](mailto:anuj.morjaria@ssatrust.org.uk)

### Curriculum design website

May 09 has seen the launch of the new curriculum design website which can be found at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign).

The website will be continuously updated with new information, case studies and resources relating to examples of curriculum design in schools.

We encourage users to visit the new website for information relating to:

- The curriculum design programme
- Lead practitioners in your region
- Current and future curriculum design events
- Current and new resources available for download
- Examples of curriculum design from our lead practitioners schools around England

There is also the addition of a blog where new information will be communicated to all practitioners and an FAQ's section where our team of lead practitioners will aim to answer questions posted by the user relating to curriculum design.

### Calendar of events

SSAT – Curriculum Design – How well are we achieving our aims through curriculum design - June/July 09

London	Tuesday 16 June 2009	Central Hall Westminster
Manchester	Tuesday 23 June 2009	Renaissance Manchester Hotel
Bristol	Wednesday 24 June 2009	Ashton Court Mansion
Cambridge	Friday 26 June 2009	De Vere University Arms
Nottingham	Wednesday 1 July 2009	Nottingham Racecourse
Weybridge	Thursday 2 July 2009	Mercedes Benz World
York	Thursday 2 July 2009	York Racecourse Conference Centre
Newcastle	Tuesday 7 July 2009	The Sage
Falmouth	Thursday 9 July 2009	St. Michaels Hotel & Spa
London	Friday 10 July 2009	Central Hall Westminster
Birmingham	Tuesday 14 July 2009	The Belfry

### Special Schools Events

Newcastle	Tuesday 9 June 2009	Newcastle Marriott Hotel Gosforth Park
London	Monday 15 June 2009	Central Hall Westminster
Birmingham	Friday 19 June 2009	The Belfry

## Subject Associations

The logo for the National Society for Education in Art & Design (NSEAD), consisting of the lowercase letters 'nsead' in white on a dark blue square background.

### National Society for Education in Art & Design

Website : [www.nsead.org](http://www.nsead.org)

e-mail : [nscsupport@nsead.org](mailto:nscsupport@nsead.org)

#### Art and design free new Secondary Curriculum support- NSEAD working in partnership with Local Authorities

The NSEAD art and design team responsible for the support programme for the New Secondary Curriculum in art and design is available to work flexibly with Local Authorities in delivering FREE art and design training as a partnership activity.

The team is able to plan and deliver a half day session for secondary art and design teachers within Local Authorities, or for teachers in adjacent Local Authorities working together. This event will have a presentation by a National Subject Lead covering the Art and Design Programmes of Study and their implications, and a follow up audit activity which establishes development areas for individual schools attending. Some of the extensive support material that has now been developed, including web based case studies and DVDs, show cross curricular approaches integrating art and design with other disciplines.

It would be the responsibility of the Local Authority to send out publicity to their schools, provide the venue and meet any catering requirements; NSEAD would plan and deliver the programme content and interactive workshop activities for the event, with local Regional Subject Advisers in attendance, who could subsequently contribute to any network that might develop from the event.

If there is someone in the Local Authority who would like to follow up this offer of free support could you please contact John Bowden, joint National Subject Leader for art and design in the New Secondary Curriculum, by e mail at [nscsupport@nsead.org](mailto:nscsupport@nsead.org), or by telephone on 07947582012.

If you wish to discuss an alternative programme for an event, or any other ways in which the team might work with art and design teachers in Local Authorities please do not hesitate to make contact



## Association for Citizenship Teaching

Website : [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

e-mail : [pete@petepattison.com](mailto:pete@petepattison.com)

### ACT National Conference: Using IT to Campaign for Change



To be held on 9th June 2009, British Library, London.

The ACT conference is for everyone in Citizenship education, especially CITIZENSHIP TEACHERS!

This year's event is inspired by Barack Obama, who successfully used information technology and new media to campaign for change! Participants will learn new campaigning techniques to inspire all their students to use ICT to help them affect change in their communities.

A whole day of CPD for only £59/69 (£22 for ITT students) thanks to partnership with the British Library and sponsorship from the DCSF.

Please pass the word on to your local teachers!



## Geographical Association

Website : [www.geography.org.uk](http://www.geography.org.uk) e-mail : [info@geography.org.uk](mailto:info@geography.org.uk)

Ruth Totterdell ([ruth@totterdell.co.uk](mailto:ruth@totterdell.co.uk))

David Rayner ([david.rayner@blueyonder.co.uk](mailto:david.rayner@blueyonder.co.uk))



### The **Secondary Geography Quality Mark** - An effective 'lever of change'

The **Secondary Geography Quality Mark** (SGQM) has been developed by the **Geographical Association** and provides the framework for geographers in schools to work together to evaluate what is offered to their students in Key Stage 3. It promotes effective subject leadership and, achievement of the award, recognises teachers who publicly endorse and celebrate the vision described in the Geographical Association Manifesto, 'A Different View'.

**Secondary Geography Quality Mark** is pivotal to supporting the revitalisation of Geography at Key Stage 3. The award provides national acknowledgment of quality teaching and learning in geography and is rapidly becoming recognised as the national standard for the teaching of geography in schools. The overarching strength of the Quality Mark is its capacity to act as an effective 'lever of change' for the development of geography in the schools that take part.

Nearly sixty schools have now achieved the **Secondary Geography Quality Mark** and eleven have been recognised as **Centres of Excellence**. In these schools, in particular, the reach of quality geography extends beyond the school. This 'gold' standard recognises the contribution made by geography departments in the wider community through the provision of training opportunities for teachers from other schools and the regional dissemination of quality approaches to the teaching of geography.

### What do geography teachers think about the **Secondary Geography Quality Mark** scheme?

*"The process of applying in itself helps you and your department to take a step back and look at what you are doing. It also gives you a personal satisfaction that you have been nationally recognised as a geography teacher / department."*

*"The school has had good publicity too - an article was featured on us achieving the SGQM in the local press and this clearly is beneficial to the school. I also think it gives pupils and community partners confidence in what we are aiming to do and are actually achieving."*

If you are interested in any of your school geography departments signing up to the scheme or you just want to find out more please contact:

Justin Woolliscroft, SGQM coordinator at: [sgqm@geography.org.uk](mailto:sgqm@geography.org.uk)

Julie Beattie, SGQM Project Assistant at: [JulieBeattie@geography.org.uk](mailto:JulieBeattie@geography.org.uk)

Further details about the award can also be found at

<http://www.geography.org.uk/secondary/secondaryqualitymark/>.



## The Historical Association

Website : [www.history.org.uk](http://www.history.org.uk) e-mail : [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk)

### **A local area case study to support the teaching and learning of Chronology. This is one of the concepts in the new History Programme of Study that some teachers find problematic.**

Recently, our Regional Adviser for the East of England, in conjunction with the Secondary Strategy Adviser [Teaching and Learning] for Norfolk, invited a small number of schools to join a development group for the New Secondary Curriculum. They were invited to be part of a chronology project. The aim of the project was to explore the teaching and learning of chronology at Key Stage 3 and develop and produce guidance and resources to assist in the teaching of this concept and process. The materials produced by the group were then shared locally in Norfolk and will, in the near future, be shared nationally through the Historical Association website. Through involvement in the project teachers were able to extend their own understanding of the new curriculum as well as the teaching of chronological understanding.

The intention of the project was clearly to support a department's own teaching through the production of lessons and resources that could be used, foremost, in their own department. It was aimed at supporting pupils learning in an area of change, rather than being devised as extra work. The group met together initially to discuss whether they wished to be involved, and then met twice a term for two terms. The Local Authority provided a small amount of funding to support the project. Most of the schools produced and shared materials, and agreed it was a useful learning experience that has helped them get to grips with the requirements for history in the New Secondary Curriculum.

If you would like to take part in such a collaborative project supporting your schools in any aspect of the New Secondary Curriculum then please do get in touch. Our Regional Subject Advisers are now in post until March 2010, and are keen to work with all Local Authorities, and as many Secondary schools as possible – especially if they have had no previous input into their history departments.

Please do get in touch:

Alf Wilkinson, National Subject Lead, History.

[e] [alf.wilkinson@history.org.uk](mailto:alf.wilkinson@history.org.uk);

[t] 01529 460553.



## Association for Language Learning

Website : [www.all-nsc.org.uk](http://www.all-nsc.org.uk) e-mail : [kathywicksteed@tiscali.co.uk](mailto:kathywicksteed@tiscali.co.uk)

### Support for the New Secondary Curriculum

In common with the other Subject Associations, we are focusing this term on engaging with schools that have not previously accessed subject specific support for the new curriculum, and in the Autumn and Spring terms on supporting schools in relatively more challenging circumstances.

We have:

- A dedicated new curriculum website ([www.all-nsc.org.uk](http://www.all-nsc.org.uk)) with over 100 pages of planning tools, case studies, guidance and regular updates
- A team of outstanding Regional Subject Advisers who offer free workshops on key aspects of the New Secondary Curriculum in collaboration with Local Authorities
- A wiki ([www.clil4teachers.pbwiki.com](http://www.clil4teachers.pbwiki.com)) for sharing resources for Content and Language Integrated Learning
- Lively and practical information in the Languages Today magazine for our members
- Local branches that provide continuing professional development and social events
- An annual 2 day conference with contributions from high profile speakers and inspirational practitioners
- Reasonably priced group and individual membership options
- A weekly e-newsletter for members  
Language-specific support for teachers of French, German, Spanish, Italian, Russian and Japanese

**WE WILL BE ARRANGING FURTHER WORKSHOPS IN ALL REGIONS BETWEEN SEPTEMBER 2009 AND MARCH 2010. WE CAN BE FLEXIBLE TO FIT IN WITH THE NEEDS AND PRIORITIES OF YOUR SCHOOLS.**

**PLEASE DO NOT HESITATE TO GET IN TOUCH!**

**Contact Kathy Wicksteed (National Subject Lead, Languages) on [kathywicksteed@tiscali.co.uk](mailto:kathywicksteed@tiscali.co.uk)**



## The National Association of Teachers of RE

Website: <http://www.natre.org.uk>

e-mail: [info@natre.org.uk](mailto:info@natre.org.uk)

As I write, 68 events for schools throughout the country, on the New Secondary Curriculum for Religious Education have been completed since 1 January. Further events are in the pipeline. NATRE's Regional Subject Advisers (RSAs) have been working hard to reach schools that have not yet accessed their expertise but there are still many schools that may wish take up the invitation to consider how Religious Education best fits into the new curriculum context.

We are always interested in reaching schools where Religious Education is in need of a boost. The Regional Subject Advisers always work in cooperation with Local Authority advisers, so please let us know of any schools in your area that might benefit from this free support.

In addition to the training events, NATRE has begun work on a plan to build a web resource linking Religious Education ideas, guidance and teaching material to the QCA's 'Big Picture' of the curriculum. This work will continue into next school year, but those interested in contributing ideas and case studies should contact NATRE.

Local Authority officers may also like to pass the following notice on to their Religious Education subject leaders: NATRE has just produced four short videos explaining the nature, purpose and value of Religious Education in schools; three of which directly address secondary school issues. They are available to view and download from [www.natre.org.uk/](http://www.natre.org.uk/).

- **What is Religious Education?** explores how skilful and creative primary Religious Education can help the personal development of children.
- **What do you know about Religious Education?** is a myth-busting guide to what secondary school Religious Education is really like – and the impact it can have on students.
- **Opting for Religious Studies** presents the inside story of Religious Studies as an exam subject.
- **Religious Education in the curriculum** provides the key information about the place of Religious Education and its contribution to whole-school priorities.

A series of support materials has been added to provide suggestions for using the videos in a variety of contexts.

Dave Francis

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T: 0121 472 4242

F: 0121 430 2959

E: [info@natre.org.uk](mailto:info@natre.org.uk)

W: [www.natre.org.uk](http://www.natre.org.uk)

## Local Authorities North West Conference Report

May 6<sup>th</sup> saw delegates from twenty North West Local Authorities coming together to explore the early impact of the New Secondary Curriculum in the region. The audience of more than eighty delegates from schools and Local Authority teams spent a rewarding day in dialogue with colleagues and national partners.

The day had been planned and organised by colleagues from Salford, Sefton, Blackpool, Trafford, Tameside, Stockport and Oldham on behalf of all 22 North West Local Authorities and proved to be a huge success in both its content and approach.

The event commenced with an overview of progress and next steps from Crichton Casbon, national lead from QCA. Workshops, hosted by Local Authority teams, initiated a thought provoking stimulus for discussion. Deliberately avoiding the glossy show and tell method, the workshops provided opportunities to learn about practice across the region and to share issues for joint consideration.

The workshops included :

- **Disciplined Curriculum Innovation: Seven Steps to Impact on Learners - Blackpool**
- **Measuring impact on individual pupils - Salford**
- **Securing impact through a diversity of approach - Sefton**
- **Planning for impact through 21<sup>st</sup> century learning and use of new technologies - Oldham**
- **Getting personalisation right to impact on successful transitions - Stockport**

An additional workshop entitled 'Emerging Signs of Impact - Conversation with Crichton' gave a welcome opportunity for delegates to share ideas and explore issues directly with the keynote speaker. Key headlines for the North West were captured through this process.

Opportunities were provided throughout the day to consider the valuable support from Subject Associations. Displays of materials were provided from Modern Foreign Languages, History, Religious Education, PSHEe and Music. In addition, colleagues from Subject Associations participated fully in the event and networked with delegates in the workshops.

The final plenary session and the evaluations confirmed the outstanding success of the day for all parties involved. The comments suggested that a regional approach to the New Secondary Curriculum was warmly welcomed with a mixture of schools and Local Authority officers being the optimum audience. The plenary session pointed to a programme of workshop events throughout the next academic year as a way forward. This would provide opportunities for schools and Local Authorities to both host and attend sessions devoted to an aspect of New Secondary Curriculum development.

The planning group of seven Local Authorities who arranged this full day event at Aintree have agreed to look at the feasibility of this type of programme for 2009/10.

## Case Study

### Leicestershire Curriculum Innovation

There are six participating schools in Leicestershire's Strategy Manager Network facilitated by Local Authority adviser colleagues Phil Taylor and Victoria Carr. This Case Study looks at one of six "open days" on Thursday 7<sup>th</sup> May at Castle Rock High School (Years 7-9). Three years into its new build, staff allowed visitors free access to their "Fair Trade Day". Senior colleagues from participating schools spoke to staff and students, watched the activities and met to challenge and support their thinking around curriculum innovation. It was a powerful and purposeful "feature event" for students and so we look at the day from three perspectives: **Student, Teacher and Visitor ...**

#### STUDENT VOICE

#### Amie Gee - Year 8 Media Group

The day started, at third period, with forms split into different groups, in their Personal Development Curriculum (PDC) classrooms. Each group was assigned a country (Brazil, India, UK, USA and Ghana) and a selection of tools, such as paper, pens, paperclips, elastic bands, scissors and a shape guide. They had to use these tools to take part in a trading game. They also had to make posters to present how they felt. Teams started out with a set amount of money to buy more produce (shapes) and had to trade the produce for more money, demonstrating fair-trade.

In the fourth period, pupils were split into different groups. In the Design and Technology Department each country group was given a £5.00 budget and 15 minutes to purchase materials to make an outfit. This had to be made within one hour. The outfit had to be designed well enough for a pupil to wear. The pupils seemed to be enjoying the activity. Also in the Design and Technology department pupils had a £10 budget to purchase ingredients to make a meal. Ingredients included turkey breasts, onions, oil, mixed herbs, couscous, mushrooms, sweet corn, beans, tomatoes, rice, cabbage, garlic and mustard.

In the Drama department they were making instruments, using selected materials, again within a £10 budget. The teams had to nominate a leader who bought their materials from a selection including: cardboard; lentils; tape; string; polystyrene and other materials. The teams had ideas for instruments, such as guitars, shakers and didgeridoos. Lots of the groups seemed to be enjoying the activities.

In the Art room, pupils were taking part in a sequence game. They had to make a mousetrap using bottles, cardboard, tubes and other materials. Within this activity, the groups also had to nominate a buyer, who chose their teams materials based on a £5.00 budget. Speaking to Tallulah Brian (13), we found that although the teams were having fun, 'I doubt that our mouse traps are going to work!'

On the field, pupils were making shelters by using bin bags, wood, bed sheets, and sellotape. They then tested the shelters by tipping water over the roofs to see if they were waterproof.

At the end of the day an assembly had a fashion show with all the things the pupils had made in clothes making. Also there were the winners of the best presentation in food and instruments.

There was a PowerPoint presentation of the activities. All the pupils really enjoyed this day and really learnt the meaning of fair trade

## TEACHERS' VOICE

**Clive Kemp, Deputy Head**

**Kerry Major Head of Personal Development Curriculum**

### **Our curriculum overall**

Our curriculum for 2009-2010 evolved in response to a number of requirements some internal and some from changes to Government policy. Links with QCA, NCSL and The Local Authority Strategy Managers Group contributed significantly to the formulation of ideas.

We planned our new build aware of impending changes to the national curriculum and, from the outset, our curriculum model aimed to remove as many barriers to flexibility and personalisation as possible. We created curriculum 'zones' combining a number of subjects who share the responsibility for the organisation of learning for each cohort. These zones are borne out of a combination of best fit and a degree of pragmatism:

- Mathematics and Science
- English Modern Foreign Languages and SEN/ICT
- History and Geography PE and ICT
- Technology, Music, Art, Drama
- Personal Development Curriculum was borne out of our recognition of the personalisation debate and the particular needs of our students. It has emerged from the former Tutor Time and incorporates PSHEe, Citizenship, Religious Studies and Careers.

### **Our Personal Development Curriculum (PDC) in more detail**

The Personal Development Curriculum core provision seeks to give relevance and purpose to the whole educational process for all of our students. An interesting development this year has been that of staff skills so they feel more confident and have embraced the need to deliver new courses outside their regular range of expertise. For example, some staff have contributed to sex education programmes and Learning to Learn courses.

This year has seen significant development of our Personal Development offer. The core offer above is maintained but we have recognised student need by expanding the range of short courses. For instance, we offer cooking, a basic skills course for all students, and health related fitness courses which expand our sport provision and meet the requirements of our specialist status targets. We also find time to support individual learning opportunities and small group work such as the ASDAN group and have recently introduced additional small group, music short courses for targeted groups. Outside agencies provide support and intervention courses for small groups of targeted individuals. For example, Positive Futures run short behaviour management and social skills development courses. Year 8 students have a course offered by the local youth club workers which provides practical, community related courses. Local Police and Banks provide additional input.

The blocking of time contributes significantly to the maximising of opportunity in Personal Development Curriculum and means that we can also suspend the timetable for specific course and 'feature' events such as the Year 8 Fair Trade Event described by Aimee in the Student Voice section. The advantage is that teachers can respond to real time issues and availability of opportunities which sometimes arise from external sources. More structured provision may well mean these opportunities slip away.

**Where next? What have we learnt?** If we are about producing young, mature flexible learners who can adapt to a changing world then the Personal Development Curriculum will be a central pillar of our provision. The exciting thing is that this course, above all others, seeks to recognise the individual and their needs. The dynamic nature of our Personal Development Curriculum this year is exciting and challenging. We now need to rationalise and take stock of this vibrant, flexible provision. The key will be to maintain the core provision and at the same time manage the extensive range of the wider inputs. The impact of this course on our overall provision is growing as staff see the advantages of embracing the flexibility and take this back into their main subject provision. We have had a Year 9 Shakespeare day with a theatre group offering workshops. We are also looking at a Science/Maths Day for Year 8 to coincide with a Year 7 Skills Acquisition day in June. We can confidently predict this is only the start and the next few years will be interesting as we embrace the impact of changes at Key Stage 4.

#### **Visitor's View      John Pearce Regional Adviser New Secondary Curriculum**

The ten visitors to Castle Rock were welcomed by Clive and Kerry, briefed on the day and were allowed full access to the activities described in Amie's report. Having time to reflect and talk together, set against the backcloth of meeting staff and students at work, gave the day a real sense of purpose and underlined the power of networking. Whole group discussions centred around key issues including:

- How to create the culture for staff development
- The importance of risk taking in curriculum innovation
- A belief that attending to the way students learn (Personal Development Curriculum - Personal Learning and Thinking Skills etc) is of real benefit to the outcomes often demanded (formal and traditional measures e.g. SATs and GCSEs)

#### **Learning from the Castle Rock Fair Trade Day?**

- A reaffirmation that an "either or" debate between curriculum process and product is, in the end, fruitless.
- That the best curriculum innovation explores how working on all five outcomes of Every Child Matters naturally integrates how students learn with what they learn AND that standards will inevitably rise when students understand how to be interdependent learners
- That high quality evaluation of impact has to accompany innovation in order to justify change.

However,

- Creating the circumstances where staff want to be creative with the curriculum and being prepared to take risks is a critical ingredient to successful innovation

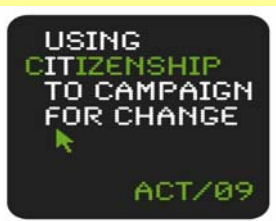
#### **Next steps:**

**Phil Taylor and Victoria Carr from the Leicestershire Local Authority intend to pull together a fuller report on the learning from the six school open days. We hope to make this available in a future E-Newsletter.**

## Calendar of events

### Association for Citizenship Teaching

#### ACT National Conference: Using IT to Campaign for Change



To be held on 9th June 2009, British Library, London.

### NSCoPSE

#### Conference - PSHE Education Comes of Age ~ Unlocking the door to the future

NSCoPSE is the professional organisation for LEA advisers, inspectors and advisory teachers with responsibility for all aspects of personal and social education, including health education and citizenship. Membership also includes independent consultants and inspectors, as well as health promotion professionals.

This year, NSCoPSE is 21 and we are hosting our 20<sup>th</sup> **Annual National Conference** on **Tuesday 6<sup>th</sup> & Wednesday 7<sup>th</sup> October** at Brandon Hall, Coventry, CV8 3FW.

Conference delegates can join NSCoPSE for a reduced fee of £30. Reduced rates for members confirming attendance before 31st July; further reductions for additional delegate(s) from the same authority.

Last years speakers included Mick Waters, Margaret Jones and Baroness Morris of Yardley. Further details to be announced but application forms are available from [www.NSCoPSE.org.uk](http://www.NSCoPSE.org.uk)

### Design & Technology Conference

A Platform for Success: The Design and Technology Association Education and International Research Conference 2009 at Loughborough University on Tuesday 30 June to Thursday 2 July 2009

### Specialist Schools and Academies Trust

Free events to be held at:

London	Tuesday 16 <sup>th</sup> June 2009	Central Hall Westminster
Manchester	Tuesday 23 <sup>rd</sup> June 2009	Renaissance Manchester Hotel
Bristol	Wednesday 24 <sup>th</sup> June 2009	Ashton Court Mansion
Cambridge	Friday 26 <sup>th</sup> June 2009	De Vere University Arms
Nottingham	Wednesday 1 <sup>st</sup> July 2009	Nottingham Racecourse
Weybridge	Thursday 2 <sup>nd</sup> July 2009	Mercedes Benz World
York	Thursday 2 <sup>nd</sup> July 2009	York Racecourse Conference Centre
Newcastle	Tuesday 7 <sup>th</sup> July 2009	The Sage, Gateshead
Falmouth	Thursday 9 <sup>th</sup> July 2009	St. Michaels Hotel & Spa
London	Friday 10 <sup>th</sup> July 2009	Central Hall Westminster
Birmingham	Tuesday 14 <sup>th</sup> July 2009	The Belfry

### Special School events:

Newcastle	Tuesday 9 <sup>th</sup> June 2009	Newcastle Marriott Hotel Gosforth Park
London	Monday 15 <sup>th</sup> June 2009	Central Hall Westminster
Birmingham	Friday 19 <sup>th</sup> June 2009	The Belfry

The easiest way to register for an event is online at [www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

## Useful Publications & Websites

### National Curriculum Support Materials Website

*We are still finding colleagues who have not visited the amazingly helpful and flexible website. This simple guide allows you to connect up and explore the possibilities.*

1. Check your computer is connected to the internet
2. CLICK here to begin: [Front page](#) or navigate from [www.newsecondarycurriculum.org](http://www.newsecondarycurriculum.org)
3. You will read:

### Subject leadership plays a central role in the new secondary curriculum

Welcome to the support materials website developed in partnership with 10 subject associations and a range of extended partners for art and design, citizenship, design and technology, geography, history, modern foreign languages, music, physical education, PSHE (Personal Wellbeing; Economic Wellbeing and Financial Capability) and religious education.

The new secondary curriculum has been developed to increase flexibility for both teachers and pupils:

- there is less prescription on subject content;
- teachers and subject leaders are able to tailor the curriculum to the needs of individual learners;
- there will be more time and space within the school day for pupils to study areas in more depth.

### 4. Log in with your name and a password of your choice

A page will appear showing >>>>>>>>

### The Curriculum Planning Wizard

The Curriculum Planning Wizard will help you to:

- plan your own subject curriculum work with your school's senior leadership to enhance curriculum planning within your school.

### The Resource Library

In the Resource Library, you'll find videos, case studies, links and other supporting materials, developed in partnership with 10 subject associations and a range of schools. These resources will give you valuable context and background information regarding the New Secondary Curriculum and its implementation.

#### 5. Go to the subject of your choice and for each subject find out about

- What has changed and why?
- Creating compelling learning experiences
- Other resources (including **New Best practice videos**)

**From this point the choices get even more exciting – so have a furtle and see what you can find...**

## Useful Websites

**DCSF Local Authority support site:**

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=3104&categoryID=75&subcategoryID=106>

**QCA home:**

<http://www.qca.org.uk>

**QCA Curriculum design site:**

**NEW SECONDARY CURRICULUM WEBSITE**

<http://curriculum.qca.org.uk>

**QCA Curriculum general:**

[http://www.qca.org.uk/qca\\_104.aspx](http://www.qca.org.uk/qca_104.aspx)

**National Strategies Renewed Frameworks:**

<http://www.standards.dcsf.gov.uk/secondary/frameworks/>

**NCSL home:**

<http://www.ncsl.org.uk/>

**SSAT curriculum design:**

[www.ssatrust.org.uk/curriculumdesign](http://www.ssatrust.org.uk/curriculumdesign)

**CfBT New Secondary Curriculum:**

<http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

**New Dipolomas:**

[http://www.qca.org.uk/qca\\_13916.aspx](http://www.qca.org.uk/qca_13916.aspx)

**TEACHERNET home:**

<http://www.teachernet.gov.uk>