

**IDP Department Curriculum Rationale**

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| <p><b>KS3 Rationale</b></p> <p><i>As a department we ensure that the topics studied are age appropriate and are preparing students for the challenges that they face as they grow up and prepare for a future beyond West Hill. This is the general guideline of why students study what they do when they do. Whilst we ensure that we are meeting our statutory duties (i.e. drugs education and SRE), we believe that we go beyond this and have attempted to explore themes that are relevant to our students and the challenges that they face throughout their lives.</i></p>   | <p><b>KS4 Rationale</b></p> <p><i>The KS4 curriculum builds on the learning at KS3 but here we have the scope to explore deeper the areas that would not have been age appropriate to explore fully at KS3. For example, sexual harassment. There is a greater focus at KS4 on the preparation for work or study beyond West Hill so that students have the skills and independence to cope with the demands of the modern world.</i></p>                                       |
| <p><b>Pedagogy within the classroom</b></p> <p>As the subject is taught by a variety of teachers across the school. The vast majority of lessons have a guideline lesson planned - with challenge activities. Where possible these are PSHE Association approved resources which include ground rules, differentiated activities, and guidance and support. As the department works on a rotation system the individual teachers find themselves teaching the same lessons numerous times; this gives them the scope and confidence to be fully secure in the topics being taught which we hope will ultimately increase the quality of teaching and learning.</p> <p>We have high expectations of our students, and all teachers are encouraged to use the school's behaviour system - exiting students directly to the Head of IDP.</p> | <p><b>Links to School Improvement Plan</b></p> <p>Feedback is given in exercise books in line with the school policy- where students are given the opportunity to act and reflect upon the feedback given. Literacy opportunities are prevalent throughout the IDP curriculum – students read the Heartstone Odyssey in year 7 and there are extended writing opportunities provided for every unit in the IDP curriculum.</p>  |
| <p><b>Skill Progression</b></p> <p>Due to the variety of topics on offer we have intentionally tried to move away from academic progress in the traditional sense in IDP and instead focus on personal development.</p> <p>However, each unit has an extended writing task built into it and teachers provide increasing challenge and differentiation here in line with the skills expected within other subjects. For example, in year seven some students may be expected to explain (with or without examples) a certain part of a topic, whereas in Year 10 a student may be asked to critically evaluate the given theme.</p>   | <p><b>SEN</b></p> <p>All students are expected to make progress in this subject due to the developmental nature of it. As such, teachers are encouraged to differentiate accordingly. The department has a wealth of resources that teachers can draw upon to ensure that this can be achieved. PSHE Association differentiated tasks are provided where possible.</p> <p>Guest speakers are invited in for topics such as SRE and drugs education to further support this.</p> |