

HILL HOUSE SCHOOL

6TH FORM CURRICULUM

"As pupils move on to the sixth form, they benefit from the rich opportunities to work on land studies or participate in the Duke of Edinburgh's award scheme. Through their lessons they engage with the natural environment both within the vast grounds of the school and out on trips in the local area. Pupils achieve relevant accreditations which celebrate their achievements and successes. This helps them prepare for their next steps. Leaders advocate and plan rigorously for the transition on to a pupil's next setting to ensure they succeed." OFSTED March 2024

"The Sixth Form provides a highly effective transition for students as they move from the lower school towards leaving the school..... The relevant qualifications that students gain give them vital currency when exploring options for their future." OFSTED January 2020

Intent

At Hill House we offer a distinct sixth form curriculum for our older students. This provides a progression from the lower school into a more grown up environment where students are supported to develop their independence and vocational skills even further

Our 6th Form Curriculum encourages students to follow Pathways which are designed to help them build a more independent lifestyle and develop skills for life and work. This curriculum focusses on developing communication skills, emotional regulation and is about building their confidence and preparing them for adulthood. We encourage students to make more informed choices in line with their needs and aptitudes, speaking up for themselves and discovering a sense of control over their lives.

As well as improving their knowledge, skills and abilities in the core areas of Literacy, Numeracy and PSHE/RSE, students will develop their personal, independence and social skills. Our Pathways support students to develop skills and confidence for living independently through a personalised programme. This includes learning experiences which will serve them well in the future, such as going shopping for food, using public transport and managing money. All of these are explored in our OCR Life and Living Skills Pathway to the World of Work.

Students also have the choice to spend more of their curriculum time on the Land Based Science and Animal Care Pathway or the Arts and Performing Arts Pathway. Some students may also focus more on taking part in off-site work placements, voluntary work in the community or enterprise activities to develop their communication, emotional regulation and team skills.

Implementation

6 TH Form Curriculum Overview					
Core Academic Literacy – Communication Numeracy PSHE/RSE	OCR Life and Living Skills –	Land Based Science and Animal Care	OCR Life and Living Skills – Art & Expressive Arts	OCR World of Work Mini Enterprise	Out and About
Accreditation					
EHCP Outcomes - Termly IEP Targets CL, CI, SEMH, PS/PD					
HHS "I Cans" OCR Introductory and Entry	OCR Introductory and Entry	OCR Introductory and Entry John Muir Award Duke of Edinburgh	OCR Introductory and Entry Duke of Edinburgh	OCR Introductory and Entry Duke of Edinburgh	John Muir Award Duke of Edinburgh
Golden Threads					
• SMSC • EHCP Outcomes • British Values • "The best that Has been thought and said" • Preparation for Adulthood & Cultural Capital					

- Students work in small groups and are supported to transition to different locations to take part in structured activities. These include spending time in three college bases, working in our sixth form common room and spending time in a variety of work based learning environments both on site and in the community.
- Working within smaller groups enables students to practise their independence and allows tutors to plan and deliver a more individualised study programme.
- In the 6TH Form, the curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, Numeracy and PSHE the units studied each term should complement the work they are doing for their OCR Award.

Core Curriculum Programmes of Study

Hill House Sixth Form Study Programme - Literacy

English, Literacy and Communication

English has a pre-eminent place in education and society we intend to develop our student's abilities to communicate to the best of their abilities in order to express their ideas and emotions through their reading, speaking and listening whether verbally or via the use of augmented communication strategies. We recognise that all the skills of language are essential to participating fully as a member of society. The central aim therefore of our curriculum is to develop these skills in our students.

Literacy and Phonics

At Hill House School, we are passionate about ensuring that all students are able to engage with books and the written word. We hope for them to become confident and enthusiastic readers and that this will enable them also to become more able writers in line with their abilities and aptitudes. We believe that phonics provides one of the foundations of engaging with and understanding the written word and facilitates the development of literacy skills and knowledge for our students. Through daily, systematic and consistent access to the written word and phonics teaching, our students learn to segment words to support their spelling ability and blend sounds to read words.

Intent/Aims

Our intent is to allow students to develop a strong phonic awareness and effective blending and decoding skills, we recognise that a variety of approaches towards a development of phonics awareness works best for our students and we have chosen elements from a range of recognised interventions including Jolly Phonics, Twinkle Phonics, and the Clicker 6 etc. We aim to enable students where appropriate to be able to understand letter sounds, blending sounds together to read and spell words and applying these skills across the curriculum.

We recognise that many of our students are working at a pre-phonics stage or have over time developed their own strategies to access the written word with our more able readers often using Gestalt methods and approaches.

We implement our literacy curriculum through dedicated timetabled lessons throughout the week delivered by the class teachers, these lessons are also supplemented by a dedicated reading session which takes place weekly in the school's library.

All students will be baseline assessed in relation to their understanding of and abilities with phonics. Students will also be set termly Phonics targets as part of their IEP and these targets will be reviewed at the end of each term and the progress celebrated in the students learning journeys.

All students have a reading profile outlining their relative strengths and barriers to literacy. Our approaches to developing reading and phonics are also informed by our Speech and Language Therapist.

We passionately believe that teaching children to read and write to support their expressive communication is one of the core purposes of our literacy curriculum. Our intent is for the Impact of this curriculum is to support our students in accessing a broad and exciting curriculum, ensuring they flourish as learners throughout their time at our school.

These fundamental skills not only hold the keys to the rest of the curriculum but we also aim to support the students generalise these skills "Out and About" in the community and to take them forward with them into adulthood. We also recognise that the development of this knowledge and

skills also has a huge impact on student's self-esteem and enhances their cultural capital and future life chances.

- We want to offer students a broad and balanced curriculum in English;
- This provides students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide students with memorable and enjoyable learning experiences
- The literacy curriculum promotes student's knowledge and understanding of **British Values and promotes their spiritual, moral, cultural, mental and physical development**
- It allows opportunities for our students to have exposure **to the best that has been thought and said**

Implementation

- Students have two weekly timetabled sessions of Literacy during the college week – one focussing on the current topic - the other with a focus on reading/phonics
- The literacy sessions are delivered by our lead for English
- In the 6TH Form the literacy curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Literacy, the units studied each term should complement the work they are doing for their OCR Award.
- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey.

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Print, signs and symbols in our environment.	Gathering and using information	Making Choices	Say hello: Sharing Information- People	Vocab: Cooking and Food
Year 2	Media Mania: Creating an Interest-Media (swapped the order) T1 and T2 as this way it's better sequenced	Let's make a list: Making schedules and instructions	Keeping a diary	What have I done? Sharing Information- Events	Vocab: Clothes and personal care
Year 3	Using our senses in storytelling	Let's make a list: Following schedules and instructions (New topic I created this in order to sequence the last year topic in the same term)	Press gang! Write your own newspaper or magazine	Creating an Interest: Books	Making a life book 1+2 (I made of the life book topic 1 and 2 I made 1 topic where we can link life book to My passport to adulthood

Mathematics/Numeracy – Numeracy for Life

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems

We recognise that a high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

We therefore Aim for our students to become **fluent** in the basic fundamentals of mathematics and to be able to **reason mathematically** by following a line of enquiry, we also aim to develop our students abilities to be able to **solve problems** by applying their mathematics to a variety of routine and non-routine problems.

Intent/Aims

We want to offer students a broad and balanced curriculum in Mathematics in order to;

- Promote enjoyment and enthusiasm for numeracy through practical activity, exploration and discussion;
- Promote confidence and competence with numbers and the number system;
- Develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- Develop a practical understanding of the ways in which information is gathered and presented;
- Explore features of shape and space, and develop measuring skills in a range of contexts;
- Understand the importance of mathematics in everyday life; and its links with other areas of the curriculum
- This provides our students with the knowledge and skills which helps them to build their **cultural capital** and to prepare them for adulthood
- It enables students to make the small steps of progress in order to realise their **EHCP outcomes**
- It will provide students with memorable and enjoyable learning experiences
- Our Math's curriculum also promotes student's knowledge and understanding of **British Values and promotes the spiritual, moral, cultural, mental and physical development**.
- It allows opportunities for students to have exposure **to the best that has been thought and said in** mathematics'
- It will support students with their next steps and **their preparation for adulthood**

Implementation

- Students have one weekly timetabled session of Numeracy during the college week
- The Numeracy sessions are delivered by our lead for Maths
- In the 6TH Form the Numeracy curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in Numeracy, the units studied each term should complement the work they are doing for their OCR Award.
- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey.

	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Patterns in everyday life: Maths for design	Space and location	Everyday measures	Maths for information	Domestic Maths
Year 2	Sorting	Counting out- Tidying	Time: Days of the week	Maths for leisure	Money matters
Year 3	Patterns in everyday life: Shape, space and colour	Money matters: Financial responsibility	Data: recording information	Drawing with shapes	Counting out: more and less

OCR Life and Living Skills Award

The OCR Life and Living Skills suite of Entry Level qualifications provide our 6th form students with high quality, nationally recognised qualifications. They are credit-based qualifications that provide valuable opportunities for students to develop skills, gain underpinning knowledge and understanding and offers the opportunity for students to progress to higher level units in the suite or to achieve units at the same level, where progression to a higher level is not possible.

The qualifications work for us as they have been designed for both students and mature learners, including those with profound and multiple learning disabilities. Over 140 bite-sized units are available across a wide range of engaging skill areas. Any combination of units, at any level, can be selected to suit the particular needs and interests of the learner. This provides the opportunity to build a rich and varied personalised learning programme for our students in the 6th form. The suite of qualifications contains units suitable for learners working at different stages of the Entry 1 Achievement Continuum. These Foundation Learning qualifications are in the Regulated Qualifications Framework and appear on the Register of Regulated Qualifications.

Currently students in the 6th form have been working on the entry level units of:

- Environment and Community
- Land Sciences
- Personal Skills
- Numeracy
- Communication
- Home Management
- World of Work
- Arts and Crafts
- Performing Arts
- Media
- ICT

Implementation

- Students in the 6th form have weekly timetabled sessions focussing on the “World of Work” units of the OCR Award
- Alongside the core elements of the World of Work units, students are encouraged to express preferences for and to actively make choices to specialise in one or more areas of the OCR Award.
- This may mean that one college student has a very different timetable from another as the aim is for each of the students to have their own bespoke curriculum.

OCR Life and Living Skills Award

Year	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	Environment and community Making a sensory garden	Applied Numeracy Time Keeping	Personal skills Healthy living	Communication Developing communication skills	Home management Making and preparing your own food
Year 2	Environment and community Planting and seeding	Applied Numeracy Using Money	Personal skills Emotional well being	Communication Interacting in a group situation	Home management Carrying our household tasks
Year 3	Environment and community Digging, planting and working in the allotment	Applied Numeracy Gathering and Using Data: Budgeting Time and Money	Personal skills Independent living skills: keeping safe	Communication Encountering different experiences and being part of a team	Home management Independent living: Looking after your home

World of Work and Mini Enterprise

Enterprise is defined as an organisation or plan, particularly designed to earn money, while enterprising defines someone who is good at thinking of and doing new and difficult things, especially things that will make money.

The mini enterprise curriculum supports students to achieve their OCR Life and Living Skills Award. It is also designed to facilitate progress towards their wider learning goals and EHCP Outcomes whilst also introducing to our students the ideas of economic wellbeing and financial capability.

The Mini Enterprise curriculum seeks to encourage students to explore what it means to be enterprising. This could mean looking at their own qualities, problem solving or managing risks.

Our Mini Enterprise curriculum embraces the following themes;

- What is enterprise?
- Enterprise and the community
- Economic ideas
- Financial capability
- Changes in the world of work
- Financial risks in business, implementing new business ideas
- Innovation throughout history
- Sharing, working collaboratively and pitching ideas.

Each unit of study lasts eight weeks

OCR Life and Living Skills Award - "The World of Work and Mini enterprise"

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Learning about different careers	Time Keeping & Getting Ready for Work: Off to Work We Go!	Health and Safety at Work: Be Aware!	Team Building: Together we Can!	World of work: Preparing for work and job skills
Year 2	Careers Action Plan: I Want to Be!	Creating and Following a Jobs List	Health and Safety at Work: Keep Safe!	Working Together	Work Portfolio: I can!
Year 3	Choosing a Job: The job that's right for me!	Learning for Work: Work Simulations- A Day in the Life!	Health and Safety at Work: Managing Risk	Networking Setting and Enterprise Project	World of work: Work experience of your choice, your personal skills

Land Based Science and Animal Care

This curriculum has been developed for our students who have a passion for conservation and agriculture and have the potential to explore and enjoy working in a land-based industry or with animals

By following our land based science curriculum, students explore a wide range of topics, including plant biology, animal biology, environmental management and more. All of these subjects give

students a solid foundational knowledge and skillset, which they can use to build upon when they move on into adulthood.

This curriculum is an ideal introduction to working with animals for our students who are seeking to explore this diverse industry; develop practical skills in animal husbandry and gain underpinning knowledge of animal-related topics.

Students will work with a range of animals inclusive of small mammals, farm livestock and exotic species. The curriculum also provides an opportunity for students to develop practical employability skills

Year	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	<u>Practical Horticulture</u> An introduction to Plant Needs	An introduction to Propagation and Crop Rotation	An introduction to Tools and their uses	Maintaining our Growing Area	Maintaining our Growing Area Harvesting and use of Produce
Year 2	<u>Animal Care</u> An introduction to The 5 Welfare Needs	An introduction to Animal Nutrition	An introduction to Animal Handling	An introduction to Animal Health	An introduction to Animal Behaviour
Year 3	<u>John Muir Award</u> incorporating criteria of Discover, Explore, Conserve and Share	<u>National Parks Explore</u> An understanding of the New Forest Code Guided Hikes	<u>National Parks Explore</u> An understanding of the New Forest Code	<u>National Parks Conserve</u> Conservation Activities including surveys, litter picking bird watching	<u>National Parks</u> Revisit different areas and habitats in different seasons Share Celebrate Award Completion and Share with our Hill House Community



OCR Life and Living Skills - Expressive Arts

Students will work towards achieving personalised individual targets in Expressive Arts which will contribute to their overall OCR Life and Living Skills Award. This curriculum will also support students to continue working on the range of IEP targets enabling them to realise their EHCP Outcomes.

Students will develop their confidence and performance skills through drama, dance, music stagecraft and using film in performance. Students will take part in music, drama and dance performances at different stages in the year. The curriculum also supports students with making good adult choices taking responsibility developing their confidence communication and their personal and social skills.

	Term 1	Term2	Term3	Term 4	Term 5
Year 1	Set Design	Intro to Music Composition	Dance the dream	Musicals through the years	Performing a musical
Year 2	Mask and Costume Design	Playing instruments together	Music and Movement	Write your own song	Music concert
Year 3	Digital Art	Make your own soundtrack	Choreograph your own dance	Character building	Putting on a show

John Muir Award

The John Muir Award encourages people of all backgrounds to connect with, enjoy and care for wild places. It is an environmental award scheme focused on wild places. It is inclusive, accessible and non-competitive, that sets appropriate challenges for each of our college students. The Award encourages awareness and responsibility for the natural environment through a structured yet adaptable scheme, in a spirit of fun, adventure and exploration.





Duke of Edinburgh Award

The college curriculum will also support our students to engage and participate in the Duke of Edinburgh Award Scheme

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for, and completion of an adventurous journey



PSHE/RSE

We aim to deliver **localised** PSHE/RSE programme to reflect the needs of our students, we expect our PSHE/RSE education programme to equip our students with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.

We recognise that drug education, financial education, relationship and sex education (RSE) and the importance of physical activity and diet for a healthy lifestyle are important elements of our PSHE curriculum.

We believe that our PSHE curriculum should support the development of our students understanding of their own and others feelings and emotions focusing on our students **'personal development'**. This focus will support the students to develop **Positive Behaviours and Attitudes** which will then enable our students to make the successful transition into adulthood.

Implementation

- Students have one weekly timetabled session of PSHE/RSE during the college week
- The sessions are delivered by our lead for PSHE/RSE
- In the 6TH Form the PSHE/RSE curriculum is sequenced according to the programmes of study being undertaken to achieve the OCR Life and Living Skills Award. This means that in PSHE/RSE, the units studied each term should complement the work they are doing for their OCR Award.
- Students are set targets termly and these are reviewed at the end of each term and celebrated in the students Learning Journey.

PSHE/RSE 6 th Form	Term 1	Term 2	Term 3	Term 4	Term 5
Year 1	PSHE – Environment	Relationships – Maintaining Positive Relationships	Health and Wellbeing – Health and Diet	Law and Rights – Giving Consent Digital Footprints	Staying Safe – Drugs, Alcohol and Addiction
Year 2	Health and Wellbeing – Reproductive Health and Risks	Relationships – Recognising Unsafe Relationships	Staying Safe – Support Networks	Law and Rights – Equality and Human Rights Protected Characteristics	PSHE – Bank It, Save It
Year 3	Health and Wellbeing – Exercise and a Positive Mind	Relationships – Working Relationships and Community Living	Staying Safe – Online	Law and Rights – Radicalisation	PSHE – Living in Britain

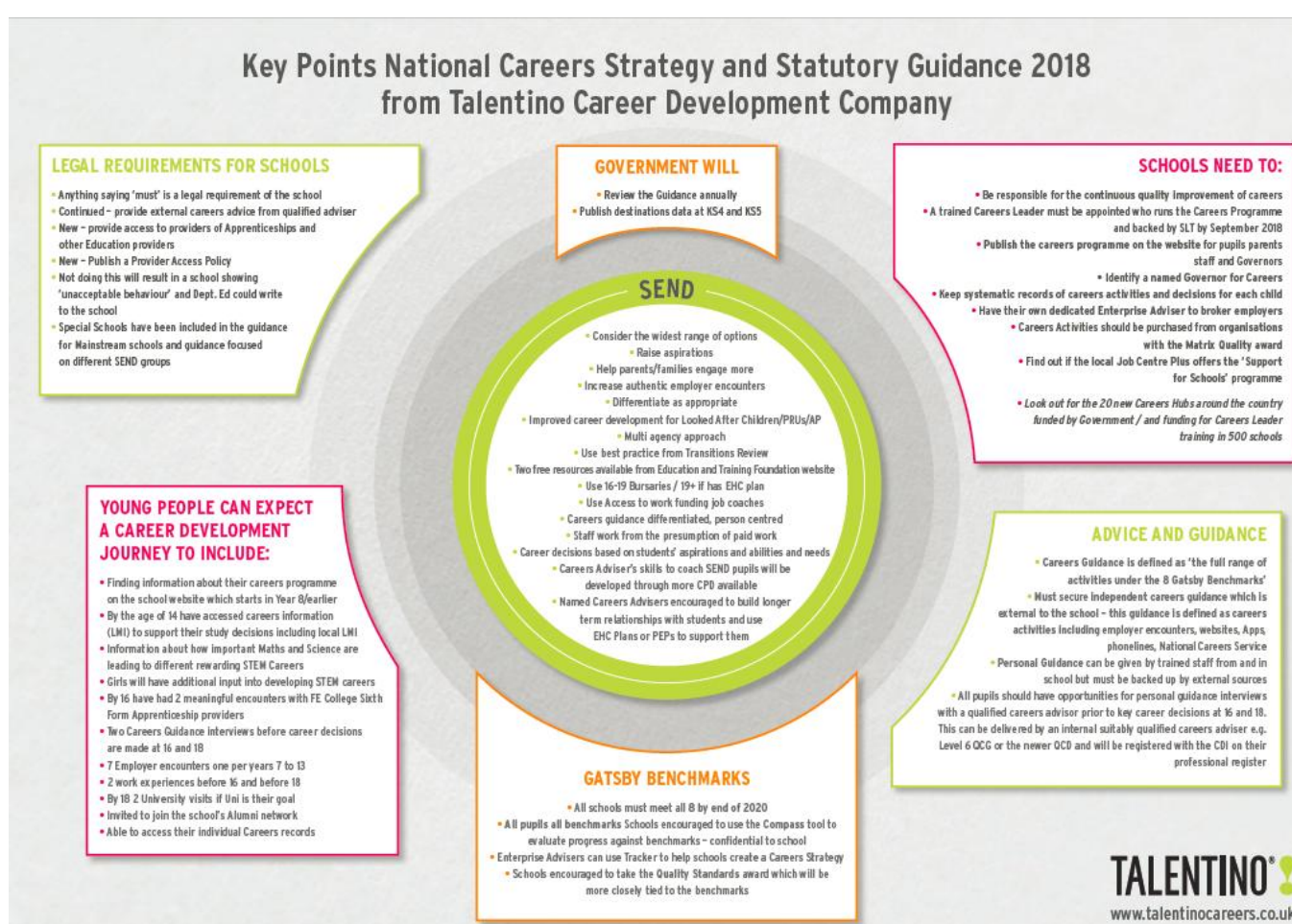
Indicates RSE within the topic – Refer to Schemes of Work for more information on the topics covered

The National Careers Strategy – Hill House School

The National Careers Strategy is the government's plan for raising the quality of careers provision. At Hill House we liaise with an organisation called 'Talentino', a Matrix accredited external career development company affiliated to the professional body 'The Career Development Institute' and specializing in the career development of young people with SEND.

All students at Hill House have the opportunity to develop their skills, knowledge and understanding through access to our careers programme. There are many benefits and there are a range of potential career outcomes for our students including; improving work related skills for supported living, supported volunteering and the possibility of supported employment in some cases

Please see below the key points from the National Careers Strategy;



The Eight Gatsby Benchmarks within the National Careers Strategy underpin all our careers work. The Careers programme at Hill House delivers against these in the following way;

Benchmark	Notes	How we currently meet this Benchmark – Careers at Every Level
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A Stable Careers Programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.	We offer a whole school careers programme and support embedding it within the school including engaging with governors, information for parents and engaging and training employers and local community contacts to be part of a long term network
Learning From Career & Labour Market Information	Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	- Full set of accessible resources about opportunities provided. These are reviewed annually. - In-school careers coaches are trained and actively support students to utilise resources and help students to build skills and to create future aspirations and plans at a level that is appropriate and meaningful to them
Addressing The Needs Of Each Pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.	Tailored to meet the needs of our young people with a range of learning disabilities. Session plans and resources are differentiated based on the needs of the participants and individual career development plans are created as well as articulating the employment outcomes on the EHCP plans
Linking Curriculum Learning To Careers	All teachers should link curriculum learning with careers.	Careers coaching is delivered through a classroom based modular programme linked through to the assessment of pupils
Encounters With Employers And Employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	- Regular Enterprise schemes are embedded within the school where students develop their skills in a variety of work environments - School is supported to build a network of engaged employers to provide on - going and multiple work experience for as many students who can access it
Experiences Of Workplaces	Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	- School is supported to build a network of engaged employers - The programme provides a framework for working experience projects (School based, visits and work experience) - Students are fully supported to engage with employers through a range of suitable activities - Employers have training and many opportunities to have raised disability awareness
Encounters With Further Higher Education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, universities and in the workplace.	All students will experience college in the upper sixth form and some students will have the opportunity to link up with local mainstream sixth form colleges
Personal Guidance	Every pupil should have opportunities for guidance interviews with a career adviser.	Careers coaches are embedded within each school

	These should be available whenever significant study or career choices are being made. They should be expected for all pupils but timed to meet their individual needs	Significant periods include EHC plan reviews, transition from school. School has the capacity to provide coaching support at these key times.
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Careers and Work Related Learning at Hill House

Intent

The teaching of careers enables students to understand, experience and interact with the world of work

The curriculum offers opportunities to learn about rights and responsibilities and working together as well as exploring a variety of jobs and tasks on site at Hill House

We teach students about how to get ready for work and the tools that might be needed in order to complete a task

The curriculum also offers a variety of options for work experience in the wider community with links to local businesses and projects. The curriculum also offers opportunities for students to be involved in mini-enterprise projects at the school

Implementation

Sixth Form students take part in a range of careers based lessons where they have the opportunity to learn about the world of work. Students have also had the opportunity to work collaboratively on a mini – enterprise based project. Previous work has included; planning and implementing a lemonade stall and small café and designing and producing items to sell at an event for parents and visitors

In addition, we offer an annual careers week where all students at the school have the opportunity to learn about and experience the world of work. Local companies and organisations visit the school to run workshops and students also have the chance the visit groups out in the community

Careers education and awareness is also promoted through individually planned work experience. This takes into consideration personal preference and strengths and is often planned as a result of direct consultation with a student. Work experience is planned either on or off site but with the aim for all students to experience some kind of off - site work experience at some point during their time at Hill House School. On site there are opportunities for students to make a contribution to the whole school by being responsible for collecting recycling, working in the allotment or helping out in our café.

Off-site students work at the local village shop and also have the opportunity to take part in work experience working with New Forest Fruits where they can learn skills in horticultural care, environmental management and team work.

Each sixth form student works towards achieving accreditation from the OCR Life and Living Skills Award which they can take with them into adult life. The award is made up of key skills that the students work towards through their careers and life skills work. Each student's progress is tracked against a set of outcomes that may come from the OCR award, Talentino programme or from AQA unit awards. Alongside this, evidence of work, photographs, video and student feedback are also

used to evaluate what each student has learnt. Students in the 6th Form all have an E-Portfolio of work which provides evidence to support their application for accreditation for the OCR Award.

Students at Hill House learn key skills through the careers study programme which they have the opportunity to generalize and practise in real life situations in the community. Students will then hopefully take these skills with them into adult life and from our destination information we are able to track the impact of our interventions.

Equal opportunities and Inclusion

At Hill House students are taught in accordance to the Equality and Diversity policy with necessary adjustments made to remove any barriers to learning for individual students

SMSC and British Values

The careers curriculum includes opportunities for students to respect values and opinions of others, use their investigative skills, work together collaboratively and learn how to stay healthy. Students have the opportunity to contribute their ideas and to make choices. Students learn through practical experiences about what is right and wrong and learn to develop respect for others

Hill House works to ensure that students develop a knowledge and respect for public institutions and services in England. Within the careers curriculum students have the opportunity to visit a range of public institutions

Keeping safe is promoted within the teaching of careers. Students are given supervised access to our computing facilities and are provided with access to filtered internet and other services operating at Hill House School

British Values / Public Institutions

The values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs run throughout the Hill House curriculum. Schemes of work and sixth form study programmes include work such as English – books covering themes on tolerance and respect. Poetry, songs and languages from other countries and cultures. PSHRE ,Citizenship – taking part in class meetings and voting on choices. RE – visits to places of worship and celebrations of different faiths and cultures. History – British values within the world wars. Geography – how different cultures live and work

Students have the opportunity to access a wide range of public institutions.
Citizenship Themes include;

1. Democracy and Government
2. Laws, Justice and Human Rights
3. Responsible Activity – Making a positive contribution to our community and the environment
4. Unity and Diversity – fostering respect and understanding
5. Income and expenditure

The Hill House curriculum is realistic yet progressive. It is user-friendly to enable teachers to adapt, modify and personalise within their planning

Students also have the opportunity to access the community and skills of accessing amenities, developing leisure interests, shopping and outdoor pursuits are taught throughout the age range. In the sixth form, particular emphasis is placed on life skills, developing independence, work-related learning/ vocational skills, careers and skills for life

Teachers are also involved in moderation and monitoring of their subject. This may include; evaluation of activities, observations, discussions with teachers and students, work sampling, student shadowing, questionnaires and learning walks, monitoring action plans can then be set up. Teachers are also involved in the external moderation of work



Monitoring and Review

- This policy will be subject to continuous monitoring, refinement and audit by the Principal.

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