

INTENT

At Hungerhill, we want to prepare our students academically, socially and personally for the opportunities, challenges and responsibilities of life in the 21st Century. We want to develop responsible citizens, who know how to keep themselves safe, and provide every student with the opportunity to achieve their very best. To enable this, the Hungerhill curriculum is designed to be ambitious, progressive and knowledge-rich with a focus on conceptual learning. The curriculum is equitable for all, and this allows students to develop a deep understanding of ideas beyond raw facts and methods and apply their knowledge in a range of situations and contexts. Knowledge is taught to be remembered and not just encountered. Additionally, students have access to a broad personal development program consisting of enrichment activities, extra-curricular clubs, charity events and leadership experiences.

THE PERSONAL DEVELOPMENT CURRICULUM WILL

- Develop the character of all students
- Ensure all students have the secure foundations to progress into further education and employment
- Develop cultural capital of all students
- Ensure students are inclusive, celebrate diversity and understand what it means to be a British citizen
- Give students the opportunity to develop their leadership and interpersonal skills

PSHE, Citizenship and RE

Personal Development Curriculum Provision:

	Year 7	Year 8	Year 9	Year 10	Year 11
Citizenship	1 lesson per fortnight of Votes4Schools /Oracy debate	1 lesson per fortnight of Votes4Schools /Oracy debate	4 lessons per fortnight teaching GCSE citizenship (Spring and Summer Term)	4 lessons per fortnight teaching GCSE citizenship	----
PHSE	1 lesson per fortnight following PSHE curriculum	1 lesson per fortnight following PSHE curriculum	4 lessons per fortnight teaching PSHE SoL (Autumn Term)	4 lessons per fortnight teaching PSHE (Summer Term 2) 1.5 curriculum focus days	1.5 curriculum focus days
RE	4 curriculum focus days	4 curriculum focus days	4 curriculum focus days	2.5 curriculum focus days	1.5 curriculum focus days

KS3 Citizenship is a core subject for both Year 7 and 8: we follow the topical Votes For Schools program to ensure students are kept up to date with challenging current affairs and important debates. Votes For Schools is a voting platform for young people that strikes to make a difference within school, the local community and the wider world. Our citizenship lessons also help to develop skills and confidence in oracy, debating, political literacy and participation, as we incorporate the oracy debate model within our lessons.

KS4 Citizenship aims to engage pupils in the local and global world; to consider their role as global citizens and to think critically but proactively about a politicized environment. This course encourages students to play an active part in public and democratic life as informed and active citizens. Through the course, students will gain a deeper knowledge of democracy, government and law and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society.

PSHE: our curriculum aims to guide and support students in their journey towards becoming healthy, independent and responsible members of the community. Students explore the rights and responsibilities associated with being a member of a diverse society, and subsequently develop the confidence to tackle a wide range of spiritual, moral, social and cultural issues that they are likely to encounter in their transition from childhood to adulthood. Our PSHE Department strive to develop students’ self-esteem, health and emotional wellbeing and enable them to form and maintain worthwhile and fulfilling relationships based on respect for themselves and others at home, school and in the community.

Religious Education contributes significantly to the moral fiber of the school and enables pupils to ask deep and often searching questions about their own faiths and beliefs, and the beliefs, faiths and opinions of others regarding pertinent contemporary moral issues. Pupils will be able to deepen their understanding of God as encountered and taught by different religions. The teaching of RE makes links between the beliefs, practices and value systems of a range of faiths and worldviews. The RE curriculum will help to develop responsibility and respect for all aspects of diversity, whether it be social, cultural, and religious, and prepare pupils well for life in modern Britain.

Development of Character

Enrichment

2023-24	Number of clubs	Attendance	% PP (WS 18.58)	% SEND (WS 12.16)
Autumn 1	40	820	9%	7%
Autumn 2	50	742	10%	6%
Spring 1	53	995	14%	15%
Spring 2	52	961	13%	14%
Summer 1	59	885	11%	19%
Summer 2	59	883	11%	18%

2024-25: 60 clubs have launched in Autumn Term, at lunchtime and after school. New clubs include British Sign Language, invitational sports club, baking, local history project club and reading.

Student Leadership

Our student leadership programme aims to increase the opportunities for student leadership across the school and to enhance the input students have with key school policies, whole school events and student well-being. Two major leadership groups are our Form Reps and Year 11 Student Leaders, both of which are recruited at the end of the previous school year to start their role in September of the new school year. Alongside these prestigious leadership roles, we also have our Student Ambassador groups which are more specific in their aims and largely focused around a specific subject.

The Student Ambassador roles include: Anti-Bullying Ambassadors, Art Ambassadors, Careers Ambassadors, Dance Ambassadors, Duke of Edinburgh, Design & Technology Ambassadors, Food & Nutrition Ambassadors, ICT Ambassadors, Languages Ambassadors, Maths Ambassadors, Music & Performing Arts Ambassadors, SEND Ambassadors, Science Ambassadors, Sports Leaders, Teaching & Learning Ambassadors.

In 2023-24, there were 20 student leadership groups, involving 468 students (9% pupil premium and 8% SEND).

Charity and Interform

There is at least one main interform competition each half-term for students to take part in. Points are awarded to form groups for every event and added to an overall leaderboard. Each half-term a trophy is presented to the form group at the top of the leaderboard. Interform competitions this year include: Maths Fest, Shoebox appeal, spelling bee, form fundraisers, sports challenges and our annual Fitathon.

Fundraising is an integral part of the Hungerhill school ethos and our students relish the opportunity to raise money for a range of charities. The 24-25 aim is for each year group to raise money for one whole-school charity, chosen by students, and reach the £1000 target per year group. All form groups will host one fundraising event per term. The overall 2024 charity total was £6,617.78 which was split between 5 different year group charities.

Form time and Assemblies

The Form Time programme is structured as shown below. Reading has been embedded across every year group where each form reads a book chosen for their year group, twice per week, using a specified reading style.

*Assembly Day (Day 1) – Each year group on a different day in the hall. *Day 2 – Bulletin. *Day 3 – Attendance and behaviour. *Day 4 – Reading. *Day 5 – Reading.

Our assembly programme incorporates important awareness days (mental health week, black history month, national careers week etc.), standards and expectations, teaching and learning, how to keep safe (including presentations from outside providers such as SYP), British Values, Protected Characteristics and rewards. Our student leader sub-groups also lead on assemblies over the year based on their focus areas.

Anti-bullying

To raise the profile of anti-bullying and to tackle bullying, we have:

- Introduced our anti-bullying ambassador team and Year 11 student leader anti-bullying sub-group.
- A large display in the main hall with information and help links.
- Worry box and dedicated email address to share concerns discretely.
- Safe space: run by students, for students.
- Anti-bullying pledges, created by our own students and signed by every student in school.
- A-B gold award through Doncaster LA.
- Antibullying ambassadors have had formal anti-bullying and mental health training through the Diana Award. We have been awarded one Diana Award badge and are working towards more.
- Many assemblies through the year are dedicated to anti-bullying and mental health awareness, including to promote ‘Odd Socks Day’ during the national antibullying week. Some are delivered by staff and some by the Year 11 sub-group and anti-bullying ambassadors.

Trust Pledges

- The Trust pledges are a series of commitments, from both the Trust and Hungerhill School, to our students. These pledges have been thoughtfully co-created to support the holistic development of each student, aiming to enhance their knowledge, boost their confidence, and equip them with the essential skills they need to thrive and succeed.
- Each pledge achieved by a student is recorded in Class Charts to not only celebrate their achievements but also award them points. Students will receive a pledge badge for their accomplishments: Bronze Badge for achieving four pledges, Silver Badge for achieving eight pledges, Gold Badge for achieving all eleven pledges.
- The pledges can be found on the school website under Personal Development-Wider Curriculum.

SMSC (Social, moral, spiritual and cultural development)

All curriculum areas contribute to our students’ spiritual, moral, social and cultural development, providing opportunities for students to explore and demonstrate their values and beliefs, spiritual awareness, excellent standards of personal behaviour, a caring attitude towards others, an understanding of their social and cultural traditions and an appreciation of the rich diversity of other cultures.

All Hungerhill, staff promote and model the high standards of behaviour we expect from our students.

Students learn to identify and articulate the difference between right and wrong and take responsibility for their actions.

British Values and Protected Characteristics

The British Values are taught explicitly through PSHE, Citizenship and Religious Education. We also teach British values through planning and delivering a broad and balanced curriculum.

Hungerhill actively promotes British values through form time, assemblies and whole school systems and structures, such as electing and running a School Council, and electing Year 11 Student Leaders and Year 7-10 Form Reps. We also actively promote the British values through ensuring our curriculum planning and delivery includes real opportunities for exploring these values. Actively promoting British values also means challenging students, staff, or parents expressing opinions contrary to fundamental British values, including ‘extremist’ views.

As well as being woven into the curriculum, the Protected Characteristics are given a raised platform and regularly revisited through our assembly and form time programme. Our Year 11 Student Leader ‘Equality and Diversity’ sub-group also focuses on raising awareness and deepening students’ understanding of the protected characteristics.

CIEAG (Careers information, education and guidance)

Our careers education and guidance programme is designed to build skills in our students for lifelong success in a diverse and ever-changing world of further education and work. Together with a range of career professionals, businesses and training providers we support students’ career development in a number of ways including:

- Information and discussion in lessons and assemblies to help students make decisions about their future.
- Activities and events such as our 16+ Destinations Evening for Year 11, employability days, mock interviews and careers events for all year groups.
- Access to careers advice in a variety of ways, including one-to-one appointments and drop-in sessions during school time, with the opportunity to speak to our Independent Careers Adviser.
- Open Door availability of our Careers Lead for any questions or concerns or help with applications.
- Information and updates on a number of noticeboards around school, common resources on the school network, plasma screens, the school website and our Twitter page.

We regularly evaluate our careers programme in the following ways:

- Termly careers action plan to ensure our priorities are current and relevant, mapped against the Gatsby Benchmarks and PAL.
- Mapping all aspects of the programme against the Gatsby Benchmarks and tracking careers experiences of every student.
- Completing the termly Compass Report.
- Student, parent, staff and employer/provider surveys.

Wider Opportunities and Inclusion/Equality of Opportunity

Student ‘experiences’ in school and trips/opportunities are monitored using a tracker spreadsheet, to ensure all students have access to enriching experiences, developing their cultural capital over their time at Hungerhill. Pupil Premium students are often given first refusal for these experiences where places are limited and funding is used to facilitate this.