



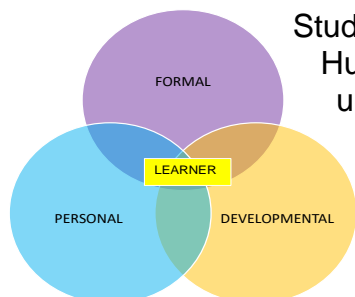
# **Tuition, Medical and Behaviour Support Service**

## **Curriculum Policy Humanities**

<b>Reviewed:</b>	September 2023
<b>Next Review:</b>	September 2024
<b>Responsibility:</b>	Rebecca Watters
<b>Specialist Staff Members:</b>	Rebecca Watters Paul McCann Dan McEntee

## Humanities Statement, updated September 2023

The Humanities Department at TMBSS is closely aligned with the key Service principles of ensuring that students across all Centres are taught a range of subject elements that combine to support the notion of preparing them for their respective next steps, making them 'World Ready'. In response to changes to the Service model introduced in September 2023, there has been a renewed focus on the idea that the Learner can only learn if the three key domains indicated below are addressed both simultaneously and appropriately.



Students attending in Key Stage 3 undertake an integrated Humanities curriculum which may incorporate inter-related units on Geography, History, and Philosophy and Ethics (including Religious Studies), using current issues as a contextual springboard for discussion and debate. We believe this provides a coherent learning experience for our students, particularly given their broad range of previous experience and their varied levels of ability. The curriculum focuses on pupils being engaged in a number of active learning scenarios, in which they investigate the relevance and importance of Humanities in their own lives and the lives of others. Students are encouraged to look at the world around them, consider how and why the world is the way it is and understand their own role and choices within it.

One deliberate strategy within the teaching at Key Stage 3 is the removal of the more traditional 'Pen and Paper' approach. Students are largely not required to write to any significant extent, as focusing on oracy, debate and the creative use of initial stimulus creates a positive learning environment for the majority of our younger students, many of whom have had very little opportunity to articulate their own ideas or to consider those held by others.

Humanities is a critical component of the spiritual, moral, social and cultural (SMSC) development of our students, and the subject supports students across all Key Stages in nurturing personal relationships, valuing different opinions, investigating controversial issues, and most importantly of all, respecting and tolerating difference and diversity.

It is our intent for the Humanities curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions. We strive to deliver a Humanities curriculum that creates opportunities to develop knowledge and understanding of the way that people think, live and behave in the world. Learning is embedded through the development of knowledge and skills over time which are assessed through a Skills Matrix and Discussion Records.

We are committed to equipping students with an array of critical skills and an analytical frame of mind. Our curriculum aims to embed opportunities to engage with the work of the geographer, historian and philosopher and develop students as well-rounded citizens of the world. Curriculum breadth, based largely around events occurring in the world around them, supports students' knowledge and understanding from geographical, historical and ethical perspectives.

Key topics are scrutinised through both a religious and secular lens, with links made to the National Curriculum programmes of study and to the Shropshire Religious Studies agreed syllabus where appropriate.

It is hoped that through this passionate and creative approach to the delivery of Humanities, staff will cultivate an interest in our family of subjects which will remain with our students throughout their lives, beyond the study of GCSEs, and will enable them to consider the moral, spiritual and religious diversity of their world as a positive feature to celebrate and embrace.

The overarching **concepts** for Humanities at TMBSS are:

- Personal Growth – developing compassion and empathy.
- Stewardship – caring for all and respecting the legacy we leave.
- Respect – showing tolerance of others' beliefs, opinions and cultures.
- Asking Big Questions – communicating effectively and listening to others.
- Morality – understanding right from wrong, accepting rules and boundaries.
- Courageous Advocacy – challenging injustice by standing up for the rights of others and values and to develop positive attitudes of respect towards other people.
- Enrichment - enhancing Spiritual, Moral, Social and Cultural development.
- British Values – both an awareness of and adherence to these commonly-held principles which underpin our mutual understanding within our modern society.

#### **Key Stage 4 – Options for GCSEs**

Students who are referred to TMBSS in Key Stage 4 were previously offered the opportunity to continue to study for GCSE History, Geography and Religious Studies, where this was deemed an appropriate component of their individual programme. Following amendments to the duration of students' placements at TMBSS, particularly within the three behavioural centres, it is hoped that students will return to mainstream settings swiftly enough to continue any Humanities options with which they felt some affinity, without these forming part of the key offer within the Service. Humanities teaching for older students will instead focus on the broader and more accessible study of the AQA Citizenship Studies GCSE. This will enable students whose program lends itself to a longer period at TMBSS to achieve an additional GCSE, while also ensuring that students allocated a short-term placement will benefit from exposure to a subject which encompasses British Values, SMSC principles and encourages discussion and debate and an understanding of the roles and responsibilities of the individual within our society. This is considered a more beneficial snapshot of the Humanities family than the potentially less accessible alternative available through the discrete study of History, Geography, Philosophy or Religious Studies.

Given the brevity of the placements for many of our students within the new model, Humanities-based Unit Awards may also be explored in a range of contexts, according to pupil need and staffing availability, as a means of encouraging engagement and fostering academic resilience.

## **Departmental Resources and Initiatives**

From September 2023, the Humanities Department has invested in a subscription to The Day which provides a daily smorgasbord of current affairs-based resources which offer staff a broad range of engaging materials on which to base their teaching.

This initiative is designed to extend all students' awareness of the issues which are most relevant to their lives and to enable them to consider these issues from perspectives which they may not ordinarily have considered. Our pledge to prepare our students for their lives beyond TMBSS and post-16 requires us to present societal and human themes as a springboard for debate and learning. The Day resources are used in the humanities classroom, but also provide the momentum for Bridgnorth Centre's pilot Connect Scheme, where students are encouraged to engage in a communal debate and discussion intervention for fifteen minutes every day.

It is very much hoped that this will lead to a greater understanding of what it means to be a citizen in our often complex and fast-changing world.