

KS3 INSPECTION LINKS



- In judging the overall effectiveness of a school, inspectors will make a judgement on the quality of education and the extent to which leaders construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- The Young Leaders Award supports schools to do this, providing a programme that aids the **personal development** of pupils, including their spiritual, moral, social and cultural development (**SMSC**) and understanding of **British Values**.
- Through the Award pupils are prepared for adult life, with a focus on developing leadership skills and character virtues and are taught how to engage with society through participation in social action within the community.

Ofsted Framework	
Area	KS3 Young Leaders Award contributes to the following:
Personal Development	<ul style="list-style-type: none"> • The KS3 Award supports the development of pupils' self-confidence, self-awareness and understanding of how to be a successful learner, as pupils develop core leadership skills and character virtues over the course of the Award. • Pupils will engage in learning and activities that help them to consider their employability skills and a future outside of the school setting. These include learning how to co-operate, communicate, negotiate etc. with others within a team/workplace setting; how to manage conflict, their own feelings and behaviour and how they relate to others. • Through Modules 1 and 2, pupils examine what it means to be part of wider society, deepening their understanding of British Values. Pupils investigate ideas of faith and leadership looking at individual leaders and charities; their positive impact on society; and the importance of liberty and mutual respect in influencing society for good. Several people of faith sessions focus on the principles of democracy, as pupils evaluate what makes an influential leader. Pupils also examine the different areas of need within society and how they can contribute to making the world a fairer and inclusive place. • Through personal challenges, school and community action projects, the Award provides opportunities for pupils to integrate these values. Pupils work, both as individuals and in teams, with different faiths and cultures to make a difference in communities locally, nationally and globally, developing as responsible, respectful and active citizens.

	<ul style="list-style-type: none"> At the end of the Award pupils complete a reflection and evidence booklet, where they can take pride in their achievements, appraise how they have developed in Leadership and Character, and reflect on the impact they have had on the others.
Spiritual	<ul style="list-style-type: none"> Pupils investigate faith and belief throughout the KS3 Award and learn about several people, both past and present day, who have impacted the world through their beliefs, values and actions. They also learn about their community and the world around them. Throughout the Award pupils are encouraged to reflect on their own beliefs and perspective on life, their strengths and weaknesses, and their character. Learning to reflect in this way, raises their self-esteem and increases their personal development. Pupils are encouraged to be creative in the way that they complete their community action projects – thinking about how they can serve their community and help bring about change for the better. Following these projects, pupils are encouraged to reflect on their experiences to help them grow in their spiritual development.
Moral	<ul style="list-style-type: none"> Through studying people of faith who stood up against injustice (i.e. Wilberforce, Fry, Mandela, Malala), and a range of present-day charities who work to challenge inequality and injustice in society. Pupils learn about issues of right and wrong, explore the concept of prejudice and think about this in relation to their own lives. The lessons provide lots of opportunities for pupils to investigate and offer reasoned views about moral and ethical issues including discrimination, poverty, refugees, and homelessness. Throughout the KS3 Award pupils work closely together in teams and learn to deal with mistakes, as well as gaining an understanding of the consequences of their actions when things go wrong.
Social	<ul style="list-style-type: none"> The KS3 Award explores the varying levels of community in society, including examples and practical tasks relating to the school community, local community and national community. Throughout the Award pupils are involved in community projects which can function on a school, local, national and even international level, to bring about change for the better. The Action Projects allow pupils to use a range of social skills in different contexts, including with and for people and pupils from different religious, ethnic and socio-economic backgrounds. Pupils learn to cooperate well with others, show tolerance and respect and resolve conflict, as they put into practice their ideas for serving others in the community and positively contribute to society.
Cultural	<ul style="list-style-type: none"> The Award focuses on exploring and understanding community at a local and national level and encourages pupils to research what shapes, influences and engages their community, which then informs their community action project. As they do this, they celebrate diversity in the way they serve people from different religious, ethnic and socio-economic backgrounds. Pupils may find themselves participating in various cultural opportunities, as their school looks to serve their local area. Furthermore, the Award can include an international dimension, providing an opportunity for pupils to learn about and serve a community overseas.

KS3 CURRICULUM LINKS

The Award has been written to support schools in their delivery of aspects of the **Citizenship** and **Religious Education** curriculums.

There are also many strong **cross curricular** links which allow the Award to be embedded into the wider curriculum and school vision and values.

National Curriculum	
Subject	KS3 Young Leaders Award contributes to the following:
RE	<p><i>*Based on Religious Education in English schools: Non-statutory guidance 2010 & A Curriculum Framework for Religious Education in England, The Religious Education Council of England and Wales, 2013</i></p> <ul style="list-style-type: none"> • The Award contributes to pupils understanding of Christianity, with opportunities to extend this learning to include examples from other world religions. Pupils explore the concepts of religion, faith and belief and how these influence people's lives. In particular, they explore the role the Bible, including the teachings of Jesus, and the role the Church plays in inspiring Christians to live out their faith and be leaders in their communities. • Pupils also study inspirational people of faith considering what impact their faith has had on their lives, leadership and actions within their community. They also examine the work of national and global Christian charities working to help others. Pupils explore Paul's teaching on community and how the spiritual, moral and cultural lives of people help individuals develop moral awareness and social understanding when living in a diverse society. • The parables of <i>The Sheep and the Goats</i> and <i>The Good Samaritan</i> are also studied in detail, looking at Christian beliefs about responsibility and caring for those around us, standing up against prejudice and injustice. The Award activities pose challenging questions about the meaning and purpose of life, beliefs and issues of right and wrong and give pupils a context to discuss and debate these. • As pupils look at their local community in a new way, examining its needs, they are enabled to build their sense of identity and belonging as active citizens within diverse communities. They also consider ideas on community, values and respect. Pupils consider the responsibility they have for themselves and for others, identifying how they might contribute to their communities and to wider society through the Award's action projects. Pupils have opportunities to grow in empathy, generosity and compassion.

	<i>*see also SMSC links</i>
Citizenship	<ul style="list-style-type: none"> • The Award links closely with aspects of the KS3 Citizenship statutory programme of study. The Award combines pupils' personal development in key leadership skills with meaningful opportunities for them to use these to contribute to their home, school and local communities, helping them to prepare to play an active role as citizens. • Pupils become aware of the needs of others around them learn how to take part more fully in school and community activities. Pupils develop a sense of social justice and moral responsibility as they explore these needs. They begin to understand that their own choices and behaviour can affect local, national and global issues and that they can be leaders of change for the better. • Stories of inspirational leaders give insight into why and how rules and laws are made and enforced. Pupils have opportunities to talk and write about their opinions, and explain their views, on issues that affect themselves and society. • Planning and taking part in community action projects give pupils a real context to face new challenges positively by collecting information, looking for help, making responsible choices and taking action. Organising these projects may also offer a chance to meet and work with different members of the community and to manage money and costs. • Pupils' work on the local community also increases their awareness of local charities and groups working to help others. Young Leaders will develop an interest in, and commitment to, volunteering through the Awards, that they will take with them into adulthood. Many Young Leaders continue volunteering beyond the YLA programme.
PSHE	<p><i>*Based on Guidance Personal, social, health and economic (PSHE) education, 2013 & Programme of Study for PSHE Education, PSHE Association, 2017.</i></p> <ul style="list-style-type: none"> • The Award links closely to the core themes of: Health and Wellbeing, Relationships & Living in the wider world. • Pupils explore leadership skills including resilience, teamwork, communication, and initiative. They are given meaningful opportunities to put these skills, and others, into action. In doing so they grow in confidence, resilience, empathy and self-esteem. • Pupils take on personal challenges alongside working together to organise bigger projects to help their school and local community. Through these they reflect on and celebrate their achievements, identify their strengths and areas for improvement and set high aspirations and goals. • Many of the activities allow pupils to work with others and form good relationships. They take on different roles and responsibilities within a group and work collaboratively towards shared goals. Pupils also have opportunities to listen and respond respectfully to a wide range of people including their peers and members of their wider community. Through discussion activities pupils can share their ideas and opinions and grow in confidence to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' points of view.

	<ul style="list-style-type: none"> • The Award highlights pupils' responsibilities at home, at school, in the community and towards the environment and gives them practical ways to meet these. The Award also explores the idea of community at a local, national and global level and allows pupils to consider the lives of people living in other places and with different needs. •
English	<ul style="list-style-type: none"> • During the Award, Young Leaders will acquire a wide vocabulary, and be required to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. • Pupils will use discussion in order to learn and show they can elaborate and explain clearly their understanding and ideas. • They will also develop their competency in speaking and listening, making formal presentations, participating in debate and communicating with people in different context. <p>*see KS3 Literacy Links</p>
Computing	<ul style="list-style-type: none"> • Through organising and running events, collecting evidence and researching, learners will demonstrate that they are responsible, competent, confident and creative users of information and communication technology.
Geography	<ul style="list-style-type: none"> • Through their study of leadership and charities and as they consider their local community, Young Leaders will develop contextual knowledge of the location of places, including their defining physical and human characteristics.
History	<ul style="list-style-type: none"> • The people of faith (past) sessions encourage learners to develop their understanding of significant events and the impact they had on society. They may begin to draw connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history. • There is the opportunity to look at historical concepts such as continuity and change, cause and consequence, similarity, difference and significance. • Debate and discussion are likely to draw out historically valid questions such as; "What role did William Wilberforce play in the abolition of slavery?" or "How influential was Gandhi in the struggle for Indian independence?"

KS3 CURRICULUM LINKS

The Award supports schools with the delivery of **Literacy** and **Numeracy** across the curriculum.

Linked to DFE Document: The national curriculum in England Framework document July 2014*		
5. Numeracy and Mathematics KS3		Explanatory Notes
5.1	Teachers should use every relevant subject to develop Pupils' mathematical fluency	The Young Leaders Award provides opportunities for teachers to develop Pupils' mathematical knowledge. Module 1 requires pupils to interpret information from timelines and charts and in some lessons to record results/ideas, using Venn diagrams.
5.2	Pupils should be taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check work.	In Modules 2 and 3, the preparation and action stages of the KS3 Award, there are opportunities for pupils to develop their numerical skills in preparing for their community, school based and personal projects. Depending on the projects chosen, this could include looking at basic financial terms; calculating profit and loss; managing money and the costs of running an event; calculating times and distances.
6. Language and Literacy KS3		
6.2	Spoken Language	Explanatory Notes
	Speak clearly and confidently using Standard English Select appropriate register for effective communication.	The Young Leaders Award offers a range of opportunities for pupils to present their ideas to others including opportunities for more formal presentations of research and findings. In Module 1 pupils are encouraged to present their findings on Faith and the Bible. Under the People of Faith series of lessons, pupils explicitly explore the top 5 skills for communicating.
	Justify ideas with reasons; ask questions to check understanding Develop their understanding through speculating, hypothesising and exploring ideas	A core component of the Young Leaders Award at KS3 is enabling pupils to justify their ideas and opinions as they explore the impact of faith and how this can be put into action. The starters and core tasks are designed to promote discussion and encourage pupils to speculate and hypothesise on how faith can impact lives. In the session on Martin Luther King, pupils explore ideas around racial segregation and how this might make them feel. Similarly, in a lesson on Gandhi, pupils are given a series of Gandhi Activism discussion cards, which allow them to understand,

		speculate and hypothesise on ideas about non-violence, leadership and their own personal response in similar situations.
	Negotiate; evaluate and build on the ideas of others. Give well-structured descriptions and explanations.	Pupils are encouraged throughout the course to discuss their opinions through both paired, group and whole class activities. In the opening session of Module 1, pupils must negotiate and evaluate their responses to a number of statements of faith exploring and justifying their decisions. Later in the modules, pupils will look at several people of faith exploring how faith has impacted their lives and decisions. Pupils are required throughout the module to give well-structured descriptions and explanations. As examples, in the lesson on Mother Theresa pupils will take part in a debate on suffering, followed by describing in their own words what they think her beliefs are. In Module 2 there is the option for pupils to deliver a short presentation on what they have done for their personal action projects.
	Develop vocabulary and build knowledge.	Throughout the KS3 Young Leaders Award pupils will be introduced to new vocabulary and subject specific lexis around the ideas of Faith, Community, Leadership and Character. Pupils will develop definitions for key words and incorporate these into their discussions, feedback and written work.
6.3	Reading and Writing	
	Read fluently and understand extended prose (both fiction and non-fiction).	Modules 1 and 2 of the KS3 Award incorporate a range of non-fiction texts and poetry to support pupils in their exploration of faith and hope. Pupils will utilise reading skills including selecting, retrieving, deducing and interpreting information from both print and online resources. Examples of texts include Martin Luther King's speech; Literature on the Elizabeth Fry Campaign; 'Invictus' poem by William Ernest Henley; John Donne's poem 'No Man is an Island' and a range of charity websites and literature.
	Develop the stamina and skills to write at length, with accurate spelling and punctuation, including narratives, explanations, descriptions, comparisons, summaries and evaluations.	Many of the speaking and listening activities can be adapted by teaching staff into extended written tasks to allow pupils to articulate their findings and points of view. As an example, in the session on Martin Luther King, pupils study his 'I have a dream' speech, before writing their own. Pupils will draw comparisons between the Bible and other texts and ideas, and will evaluate and summarise key ideas about faith, which can be produced in written formats.

6.4	Vocabulary Development	
	Develop vocabulary accurately building systematically on Pupils' current knowledge.	Within the KS3 Award each session introduces pupils to key terminology building on pupils' current knowledge. Pupils are encouraged to use key words and to create their own definitions. For example, in the lesson on Gandhi, pupils are introduced to important key words including Sanskrit terminology. Throughout the modules pupils will use subject specific lexis around the ideas of Faith, Community, Leadership and Character and will also explore the language of the Bible drawing parallels with modern texts and quotations.

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335116/Master_final_national_curriculum_220714.pdf