

Leadership

Our curriculum is founded on the following principles:

- Creating opportunities with a focus on **leadership** skills enables students to develop their **self-awareness, resilience** and **independence**.
- Recognising **diversity** and encouraging **empowerment** strengthens our **community**.
- Broadening curriculum opportunities through **enrichment** allows **confident, inquisitive** and **creative** learners to become **critical thinkers**.

| Creating opportunities with a focus on leadership skills enables students to develop their self-awareness, resilience and independence . | Leadership | Self-awareness | Resilience | Independence |
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| | <ul style="list-style-type: none"> - Direct teaching of the 7 identified CG 'Leadership Skills'. - Reinforcement of leadership skills language in all lessons. - 'CG Leadership Skills' logos displayed on PowerPoints and classroom displays. - Consistent use of whole-school reward system to encourage development of leadership skills. - Opportunities and encouragement to engage in leadership roles and develop an understanding of | <ul style="list-style-type: none"> - All student assessments include self-reflection to encourage development and progress. Students reflect on the skills they have developed and what is required to improve. - Students reflect on their strengths and weaknesses and set personal targets - Students provide each other with both verbal and written feedback | <ul style="list-style-type: none"> - Providing opportunities for students to be placed outside of their comfort zone, e.g. Public speaking, and presenting to an audience. - Enabling students to recognise challenging emotions such as fear, nerves and anxiety. - Normalising and providing strategies to overcome nerves. - Discussion around recognising the difference between feeling nervous and experiencing anxiety. | <ul style="list-style-type: none"> - Working in groups to plan and deliver enterprise projects e.g. summer/ Christmas markets and event planning projects. - Developing independent research skills in order to plan and deliver presentations, prepare for debates and deliver speeches. |

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| | <p>what leadership skills are required as a student learner and for future education and employment.</p> | | <ul style="list-style-type: none"> - Providing practical opportunities for students to experience and practice techniques - Debating and recognising that people won't always agree with your point of view. - Excepting and reflecting on constructive criticism. | |
| <p>Recognising diversity and encouraging empowerment strengthens our community.</p> | <p>Diversity</p> | <p>Empowerment</p> | <p>Community</p> | |
| | <ul style="list-style-type: none"> - Ensure that images used on teaching resources displays promote inclusivity and are reflective of a diverse community. - Case studies regarding entrepreneurs reflect diversity. - Promotion of discussion and debate around topics related to diversity and inclusion. - Promotion and education around inclusive language. | <ul style="list-style-type: none"> - Students encouraged to voice their opinions through debate. - Students select the topics they wish to research and write speeches about. This encourages students to feel empowered to share their passions and interests. - Students are directly taught about their rights and responsibilities through the teaching of 'activism'. - The teaching of the '7 Leadership Skills' directly links to students taking | <p>All students are encouraged to take an active role in the wider school community by practicing the skills they have developed in their Leadership lessons and taking an active role in various curricular/ extra-curricular activities e.g.:</p> <ul style="list-style-type: none"> - Enterprise projects - Event planning projects - Strictly Come Reading (internal public speaking competition) - External public speaking competitions - Student-led assemblies - Student leadership roles - Debate days | |

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| | | | responsibility for their own choices. | <ul style="list-style-type: none"> - House charity events - Using presentation skills in other subject areas | |
| Broadening curriculum opportunities through enrichment allows confident, inquisitive and creative learners to become critical thinkers . | Enrichment | Confident | Inquisitive | Creative | Critical thinkers |
| | <ul style="list-style-type: none"> - Enterprise projects - Event planning projects - Strictly Come Reading (internal public speaking competition) - External public speaking competitions - Student-led assemblies - Student leadership roles - Debate days - Debate club | <ul style="list-style-type: none"> - Public speaking - Presentation skills – including presenting, answering questions and interacting with an audience - Enterprise projects (interacting with customers/ sales pitches) - Student-led assemblies | <ul style="list-style-type: none"> - Students encouraged to ask questions - Taking part in debates – considering different points of view - Through teacher-guidance, student-led decision making regarding topics for speeches and debates, including controversial topics and current affairs | <ul style="list-style-type: none"> - Problem-solving activities - Teamwork to encourage creative solutions - Enterprise projects – students developing creative concepts and new business ideas | <ul style="list-style-type: none"> - students are directly taught what critical thinking is. - SOW provide opportunities to develop practical critical thinking skills through independent research and debate. |