

**SPICE Time (Social, Physical, Intellectual, Creative and Emotional) Curriculum Intent Key Stage 3 2025 - 2026**

At Compass School, our SPICE Time curriculum aims to develop well-rounded individuals equipped with the necessary skills, knowledge, and attitudes to succeed in an ever-changing world. By integrating the principles of the Boxall Profile and Citizenship education, we strive to foster personal growth, social responsibility, and practical competence in our pupils. The SPICE Curriculum intent aims to engage the pupils in social and emotional development through physical, intellectual and creative exploration. They will develop social skills such as communicating effectively, taking turns, patience and tolerance whilst working alongside others. The pupils work towards developing resilience in learning and developing a sense of self and belonging. The subject is planned through a sequenced progression of skills that are underpinned by the Boxall criteria.

**Skills and Knowledge Key Stage 3**

Every half term, we ensure that we offer cross curricular (Cc) opportunities to our pupils as well as covering Social, Moral, Spiritual and Cultural (SMSC) elements.

These are detailed below using the following codes, enabling us to track what is delivered in each subject:

Cross Curricular Links include: M (Maths), Eng (English), Sc (Science), PS (PSHE), FT (Food Tech), CR (Craft), AD (Art & Design), C (Computing), G (Geography), H (History), En (Engineering), R (Reading), Ec (Economics)  
 SMSC Links include: B (British Values), Sp (Spiritual aspects), M (Moral aspects), So (Social aspects), C (Cultural aspects), R (Religious aspects), Rel (Relationships), P (Prevent), E (E-Safety), I (Individual Advice & Guidance & Careers), H (Healthy Lifestyle including wellbeing).

**Citizenship Topic**

**Social Skills (Boxall)**

**Knowledge**

**Careers Focus: week 1 – Problem Solving**

**British Citizenship Test**

**Democracy and our parliamentary system**

Heads of state – monarchy, dictatorships, republic, oligarchy, theocracy, one-party rule  
 Communities – different types and what it means to be part of a community

**SMSC - B, Sp, M, So, C, R, Rel, P, E, I**

**CC - M, Eng, PS, AD, C, G, H, R, Ec**

- I can ask politely for something that I need or want from another young person.
- I can show an interest in what is happening in the wider world.
- I can listen to a story and comment on the type of relationship two characters have.
- I can show curiosity and interest when something out of the ordinary happens.
- I can maintain normal physical contact with peers and allow personal space.
- I can follow instructions when someone asks me to do something.
- I can appreciate a joke or get amused at a funny situation.
- I can sit still and not create any disturbances when the teacher is talking

<https://www.unicef.org.uk/rights-respecting-schools/>

Rights and Responsibilities  
 (empower children in life and learning)  
 Understanding our role as citizens, the role of the monarch and that of parliament.  
 Developing Emotional Intelligence by looking at the big picture and issues from a variety of perspectives.  
 Positive Behaviour for Learning and how this impacts on our society.  
 Dictatorship rule by one person with supreme authority  
 Oligarchy where a country is governed by a few people  
 Theocracy where a country is governed according to religious rules, usually by ordained members of that religion (clergy)  
 One-party rule where a country is governed by only one political party and other political parties are not allowed

**Citizenship Topic**

**Skills**

**Knowledge**

**Careers Focus: week 1 – Listening**

**Financial Planning**

**Brief introduction to Insurance and Taxes**

**Money Management: Budgeting Task**

**Managing Risk in terms of money eg. borrowing**

**SMSC - B, Sp, M, So, C, R, Rel, P, E, I**

**CC - M, Eng, PS, AD, C, G, H, R, Ec**

- Is adequately competent and self-reliant in managing basic personal needs
- I can interact and cooperate for the full duration of a group activity
- I can communicate a simple thought clearly with another person.
- I can make and maintain eye contact with an adult I am speaking to.
- I can stop doing an activity I am enjoying when an adult asks me to stop.
- I can stick to the rules of an organised group activity

The functions and uses of money, the importance and practice of budgeting, and managing risk.  
 Developing an appreciation of money management and the cost of meeting every day needs. Eg: rent / mortgages; energy bills; taxes etc  
 Expand to the role of the government of managing our economy.  
 Weighing up risk vs reward benefits  
 Comparing the rewards/benefits of either going solo or pooling resources  
 Active Listening

**Key dates & events:**

Remembrance Day Tuesday 11<sup>th</sup> November 2025  
 Anti-bullying week 10-14<sup>th</sup> November 2025  
 Children In Need 15<sup>th</sup> November 2025

**Citizenship Topic**

**Skills**

**Knowledge**

**Careers Focus: week 1 – Staying Positive**

**Human Rights and International Law**

The precious liberties enjoyed by the citizens of the United Kingdom.

**Conflict Resolution**

**SMSC - B, Sp, M, So, C, R, Rel, P, E, I**

**CC - M, Eng, PS, AD, C, G, H, R, Ec**

- I can listen to a story and I can relate to the characters in the story.
- I can take care of something I have made or a piece of work I have completed.
- I can stop doing an activity I am enjoying when an adult asks me to stop.
- I can ask an adult for help when I need it.
- I can adapt to other people's ideas and suggestions when I am working with them

Precious liberties  
 Human rights  
 United Nations convention of the rights of a child (1989)  
 International Law  
 The legal system / The judiciary system

**Key dates & events:**

Children's Mental Health week: 5<sup>th</sup> – 11<sup>th</sup> February 2025  
 National Apprenticeship week: 10<sup>th</sup> – 16<sup>th</sup> February 2025

**Citizenship Topic**

**Skills**

**Knowledge**

**Careers Focus: week 1 - Teamwork**

HT4	<p><b>Who is your local Councillor / MP? How do laws keep us safe?</b></p> <p><b>SMSC - B, Sp, M, So, C, R, Rel, P, E, I</b></p> <p><b>CC - M, Eng, PS, AD, C, G, H, R, Ec</b></p>	<p>I can engage in a conversation with another young person. I can be friendly and welcoming when another young person would like to join in with an activity that I am doing.</p> <p>I can show genuine concern and thoughtfulness to other people. I can be sympathetic to other people and offer help when I feel they need it. I can take part in a group activity and take different roles within the group. I can work alongside a peer without distracting or disturbing them</p>	<p>How do our laws keep us safe? (<a href="https://www.safe4me.co.uk/resources/">https://www.safe4me.co.uk/resources/</a>)</p> <p>The nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.</p> <p>What laws exist in the United Kingdom? Restorative practice and its effects on reoffending reduction.</p> <p>International Laws / Unusual Laws</p> <p><b>Key dates &amp; events:</b> National Careers Week 2<sup>rd</sup> - 7<sup>th</sup> March 2026 Comic Relief 20<sup>th</sup> March 2025</p>
<b>Citizenship Topic</b>		<b>Skills</b>	<b>Knowledge</b>
<b>Careers Focus: week 1 – Aiming High</b>			
HT5	<p><b>Public Institutions: NHS; Fire service; Police; Armed forces etc Emergency preparedness</b></p> <p><b>SMSC - B, Sp, M, So, C, R, Rel, P, E, I</b></p> <p><b>CC - M, Eng, PS, AD, C, G, H, R, Ec</b></p>	<p>I can ask an adult for help when I need it. I can independently return to and complete an activity that has been interrupted. I can organise equipment for a planned activity and tidy away afterwards. I can accept the introduction of something new and gain from it. I can share my things with another young person if they really need it. I can take care of something I have made or a piece of work I have completed. I can accept disappointment when something doesn't turn out how I would like it to or how I expected it to</p>	<p>The roles played by public institutions and voluntary groups in society, and the way in which citizens work together to improve their communities, including opportunities to participate in school-based activities.</p> <p>Empathy and Social Skills Stress Management Knowing how to respond in an emergency</p> <p><b>Key dates &amp; events:</b> Mental Health Awareness Month May</p>
<b>Citizenship Topic</b>		<b>Skills</b>	<b>Knowledge</b>
<b>Careers Focus: week 1 - Creativity</b>			
HT6	<p><b>Community Opportunities Taking Pride in our City</b></p> <p><b>SMSC - B, Sp, M, So, C, R, Rel, P, E, I</b></p> <p><b>CC - M, Eng, PS, AD, C, G, H, R, Ec</b></p>	<p>Listen with interest when an adult explains something I can take part in a group discussion I can listen and ask questions when a peer shares a story I can recall information about something I have read or heard about and make constructive links I can build positive relationships with my peers I can adapt to other people's ideas and suggestions when I am working with them. I can behave acceptably when my usual routine is disturbed</p>	<p>The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity such as: collecting books for prisons; writing to MP about an issue; litter pick; planting flowers</p>