

SPICE Time (Social, Physical, Intellectual, Creative and Emotional) Curriculum Intent Key Stage 4 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, Citizenship education, and BTEC Work Skills, we strive to foster personal growth, social responsibility, and practical competence in our pupils. The SPICE Curriculum Intent engages 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 requirements of BTEC World of Work qualification; citizenship; and Boxall criteria. In addition, the third week of every half term is a focus on Citizenship.

Skills and Knowledge Key Stage 4

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).

Topic	Topic Skills	Social Skills (Boxall)	Knowledge	Citizenship Topic
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Careers Focus: week 1 – Problem Solving Skills

HT1	<p>Qualification topic: Unit 2 Selecting and applying for a job</p> <p align="center">Careers Survey</p> <p>Explore where jobs are advertised Identifying key information about jobs</p> <p align="center">SMSC - B, M, C, E, I, So, I</p> <p align="center">CC- M, E, Sc, PS, FT, CR, AD, C, R, Ec</p>	<p>Identifying own skills and experience Research: searching and selecting relevant job advertisement Interpersonal skills Developing self-esteem.</p>	<p>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.</p>	<p>Relevant skills and interests Know where job opportunities are advertised Identify key information needed for applications</p>	<p>What is democracy? What does it mean to be British? (democracy; respect; liberty; rule of law and tolerance) How do our laws keep us safe? (https://www.safe4me.co.uk/resources/) Critical thinking Free press and media bias Fact Checking and reliable sources</p> <p align="center">Key dates & events: Start of college application process</p>
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Careers Focus: week 1- Listening Skills

HT2	<p>Qualification topic: Unit 2 Selecting and applying for a job</p> <p align="center">SMSC – B, M, C, E, I, So, I</p> <p align="center">CC - M, Eng, PS, FT, CR, AD, Ec, R</p>	<p>As above and see below: Presenting personal information (CV Writing) Completing job applications Time management; Negotiation skills; Constructive participation Evaluating tasks IT Skills</p>	<p>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.</p>	<p>As above and see below: How to present self, experience and skills in application documents</p>	<p align="center">Critical Thinking</p> <p>Single Transferrable Voting system and how it compares to proportional representation and first past the post.</p> <p align="center">Influencing Decisions: (Local / National / Beyond) How does protesting work? Different ways to protest – graduated response: working to rule, withdrawing work. See Japan</p> <p align="center">Key dates & events: Anti-bullying week 10th – 14th November Remembrance Day Tuesday 11th November 2025 Children in Need 21st November</p>
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Careers Focus: week 1 – Staying Positive

HT3	<p>Qualification topic: Unit 4 Prepare and participate in an interview</p> <p align="center">SMSC- B, Sp, M, So, C, R, Rel, P, E, I, H</p> <p align="center">CC - M, Eng, PS, C, R</p>	<p>Research Planning and organisation Communication</p>	<p>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.</p>	<p>Importance of interviews for the organisation and candidate Different formats, styles and contents of interviews Information needed prior to an interview Steps to take before, during and after an interview</p>	<p>Local, regional and international governance and the United Kingdom's relations with the rest of Europe, the Commonwealth, the United Nations and the wider world</p> <p>Who's decides if a war crime has been committed? Treaties https://www.gov.uk/guidance/uk-treaties</p> <p align="center">Key dates & events: Children's Mental Health week: 5th – 11th February 2025 National Apprenticeship week: 10th – 16th February 2025</p>
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Careers Focus: week 1 -Teamwork					
HT4	<p>Qualification topic: Unit 4 Prepare and participate in an interview</p> <p>SMSC- B, Sp, M, So, C, R, Rel, P, E, I, H</p> <p>CC - M, Eng, PS, C, R</p>	<p>Research Planning and organisation Communication</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. 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>As above and see below: Preparing for potential interview questions Interview techniques</p>	<p>Knowing your rights as a responsible citizen and the responsibilities that accompany them. https://www.unicef.org.uk/rights-respecting-schools/ Alternatives to UK prisons? eg. Norway, America's toughest jails, tags</p> <p>Key dates & events: National Careers Week 2rd - 7th March 2026 Comic Relief 20th March 2025</p>
	Topic	Skills	Social Skills (Boxall)	Knowledge	Citizenship Topic
Careers Focus: week 1 – Aiming High					
HT5	<p>Qualification topic Contributing to Teamworking in the workplace:</p> <p>Explaining why teamworking is important in a range of work-based scenarios. Summarising the key skills and behaviours effective team members need.</p> <p>SMSC - B, Sp, M, So, C, R, Rel, P, E, I, H</p> <p>CC - M, Eng, Sc, PS, FT, CR, AD, C, G, H, En, R, Ec</p>	<p>Teamwork Planning Appropriate interpersonal skills when working with others.</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>Purpose and benefits of teamworking in the workplace. Understand skills and behaviours needed for effective teamwork. Recognising your own behaviours that support effective teamwork. Varying your role within a team</p>	<p><u>Economy</u></p> <p>Income: personal budgeting – where do your wages go? Tax (income; VAT) Credit/Debt (interest rates: borrowing / saving / pension) Insurance Household bills Where does our income tax go? How public money is spent? Locally / nationally Welfare state Public services Defence</p> <p>Key dates & events: Mental Health Awareness Month (May)</p>
	Topic	Skills	Social Skills (Boxall)	Knowledge	Citizenship Topic
Careers Focus: week 1 – Creativity Skills					
HT6	<p>Year 10</p> <p>Qualification topic Contributing to Teamworking in the Workplace:</p> <p>Taking an active part in a goal-oriented team task, using appropriate skills and behaviours. Reflecting on own performance and focusing on any skills they demonstrated / developed by working towards a common goal.</p> <p>SMSC - B, Sp, M, So, C, R, Rel, P, E, I, H</p> <p>CC - M, Eng, Sc, PS, FT, CR, AD, C, G, H, En, R, Ec</p> <p>Year 11</p> <p>Consolidation of Units: Enterprise and Responding to Work Related Problems</p> <p>SMSC - B, Sp, M, So, Rel, E, I, H</p> <p>CC - M, Eng, Sc, PS, FT, CR, AD, C, G, H, En, R, Ec</p>	<p>As above and see below: Reflect on own team performance. Reflecting on own personality traits, skills and views and how this impacts a team. Developing personal responsibility. Exploring opportunities.</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>As above and see below: Understand key roles within a team. Barriers to teamworking and how they can be managed</p>	<p>Community Opportunities</p> <p>Taking Pride in our City</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</p>

