

# London Curriculum



Workshop feedback from Peer Outreach Team and  
Link-up Crew



# Questions

- Do you think the London Curriculum is a good idea? Why?
- What would you want it to involve? Are there particular subjects, places, experiences or activities you would want it to offer?
- What would put young people off or make it hard for them to take part?
- Can you think of a time you enjoyed learning – what made it a positive experience?
- What would be a good way to get the views of other young people about the London Curriculum?



## Key Themes

- What should be in the London Curriculum
- Building positive relationships between London's young people
- Inclusion of all young people
- Considerations for delivering the London Curriculum
- Engaging young people in creating and promoting the London Curriculum

# What should be in the London Curriculum

- **Personal development** – activities to help children build self-esteem, confidence, individuality, independent thinking.
- **Life skills** – growing food, budgeting, making healthy meals etc. Include topics which students can **relate to** their lives such as calculating bills/APR/mortgages/parenthood
- **History of London** – the vast shift in social behaviours and perceptions over the recent decades – the rise of multi-cultural London including local history and BME history. More relevant history to Londoner's less about the Monarchy and more about everyday inspirational people.
- **Entrepreneurism** – the global economy's fragile state means that in the future it is likely more people will need the skills and capabilities to create business opportunities for themselves and be self-employed.
- **Integration and acceptance** between communities and different cultures and an appreciation of the unique diversity that London holds
- **Healthy relationships** – between young people/adults/police/communities
- **Flexibility** – the opportunity for young people to try a variety of different things so they can find out what they enjoy – many often feel confined and trapped by the current system of having to choose your GCSE's at 13 and then being stuck on a certain pathway of education



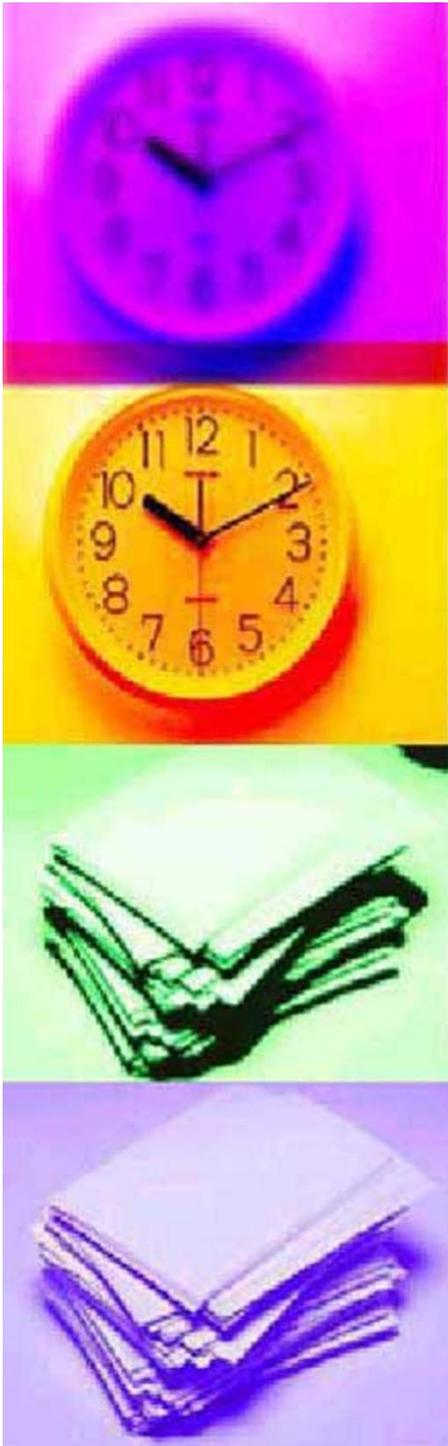
# Building positive relationships between London's young people

- Break down the **post-code barriers** that dominates the lives of many young people in London – start mixing activities/events between schools in different areas from a young age so that the ‘us and them’ mentality does not have a chance to form.
- **Sharing of facilities** between schools in local areas – mixed sports days/games/activities/science lessons/afterschool clubs.
- Public/Private/State schools should be **integrated** so that pupils can benefit from each others facilities and also opinions and experiences of education i.e. joint lessons, trips, London challenges .
- Young people should be encouraged to find passion in **wider issues** outside their areas.
- Interactions between different schools should **not** always be **competitive** as this can lead to more bad feelings and apathy between students.



# Inclusion of all young people

- Projects/Trips/Events need to be inclusive of **everyone** not just those who are high-achievers/best-behaved
- Trips need to be **affordable** to everyone. If the price excludes certain students a subsidy should be available so that everyone can benefit.
- Give recognition to **personal achievement** – big or small – not just high exam grades
- Make projects/extra curricular activities more reward/goal-orientated to encourage **participation**
- Use a **variety** of media in everyday learning – not just writing on paper/reading books but also use of technology/internet/films to make learning more **interesting** and accessible to students.

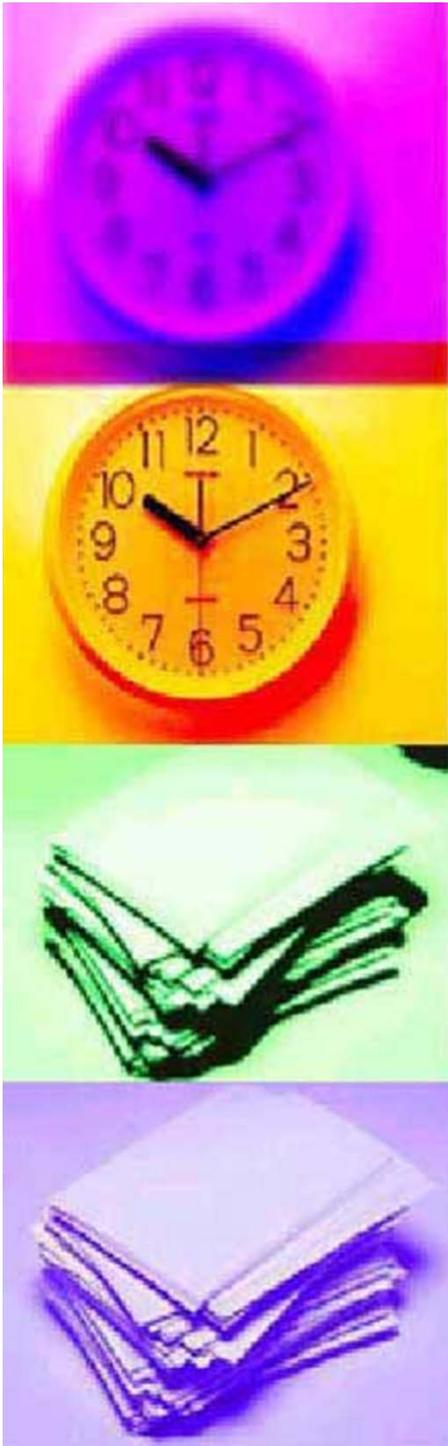




- The exclusion of lower-achieving or troubled students from school through methods such as repeated suspensions, 'early study leave' and external learning (college) schemes needs to be tackled and schools need to understand that every child, no matter how difficult, deserves the right to a **full education**.
- More **opportunities** need to be given to underprivileged schools to give their students a more positive outlook on education.
- Children from disadvantages backgrounds need to be able to have the same **expectations** of their education that those from well-off backgrounds do i.e. that they can be whatever they want to be if they work hard enough, that they are not stuck in poverty, that they can go to university if they want, they can work in the City if they want.
- **Mixed ability** for activities/lessons to encourage more cohesion and understanding between young people of different experiences.

# Considerations for delivering the London Curriculum

- The wide **variety of cultural backgrounds/upbringing** experienced by London pupils' needs to be considered when providing support for students to achieve their best.
- Many pupils see school as not just a place of study but also a second home where they can be free of the worries or troubles they may be experiencing at home. As a result schools need a **holistic** approach to education, thinking not just about the facts and results but about the pupils as individuals and the environment they provide for **personal development** e.g. confidence, independence.
- Parents/carers should be encouraged to be **involved** in out of school activities and communication with schools as parents are key to a child's success in their education. Schools need to understand that many parents may not have good English skills/educational experience and they need to make allowances for this in terms of extra support to the child/parents if they are struggling to achieve.
- Projects/trips should be **part of a wider programme of activity** and not just one-off isolated events to give the learning experience a sense of **continuity** and not fractured and unrelated.
- Often schools in deprived areas have a higher-than-average intake of children with learning and/or behavioural difficulties and as such specific action needs to be taken to ensure teaching is tailored to be inclusive of these children.





- Allow **adaptability** to give teachers room to interpret subjects and make their own decisions on how to make the learning experience a **positive** one.
- **Funds** need to be available to allow the larger and underprivileged schools to give their pupils the opportunities and experiences that the better-off schools have.
- Pupils need to be made aware of the **purpose** of specific activities – if one cannot see how the lesson matters/related to themselves they may not turn up/participate fully. This could be tackled by giving the London Curriculum status as contributing to GCSE's or UCAS points.
- The **value of education** in the long term needs to be explained to and understood by pupils – many see that people with degrees are unemployed or working in low-paid jobs and that people involved in criminal activities get immediate and often high-paying rewards in the short term or that people are living comfortable live on benefits making them disillusioned with the system.



- Better links with **Universities** – visits, lectures, mentoring schemes, summer placements.
- Links to the **City** – inspirational people in business coming to talk to London schools.
- Use of vibrant London **culture** – theatres, museums, art galleries, O2 arena, Parliament, Southbank, Olympic sports facilities
- Allow students with particular interests to gain **experience** in their chosen field – politics, fashion, art, theatre, police force, banking etc.
- Give students a frequent chance to go to local **libraries/sports centres** as part of the curriculum
- Include topics which students can **relate to** their lives – local history, BME history, calculating bills/APR/mortgages/parenthood
- Prepare students for life in the **real world** – give life skills which will help them deal with real-world problems and the adult workplace



## Engaging young people in creating and promoting the London Curriculum

- Talking to pupils in schools
- Films
- Social networking sites
- Street surveys
- Outreach work to youth groups
- Estate-based projects
- Phone apps
- Banner/posters in estates
- Free text-in service