

Wellbrook School: Curriculum Policy



Complied:	February 2024
Reviewed by:	S. Hughes
Last Review Date:	July 2025
Approved by:	Governance Committee
Approval Date:	July 2025
Next Review date:	July 2026
Version Number:	Version 3
Policy Number:	1

Introduction

At Wellbrook School, we strive to provide every child with the opportunity to unlock their potential. We honour and celebrate their individuality and tailor our instruction to their personal needs. Our goal is to nurture self-confidence and provide students with the support necessary to help them reach heights they didn't think were possible. We want parents to imagine the possibilities when they walk through our doors and be filled with hope as they see their children achieve beyond their expectations. We strive to be a place where children feel they belong and can thrive.

Overall, we aim

- to provide the necessary support and challenge for pupils to achieve better than expected and be ready for the next stage of their education
- to improve our pupils social interaction, social communication, and social imagination skills so they can better relate to others and increase their understanding of the world
- to provide relevant support for pupils social, emotional, and mental health needs so they can effectively engage with learning

We do this through a curriculum as close to the National Curriculum as possible and/or a bespoke curriculum where appropriate which provides pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education; personal, social, health and economic education; access to accurate, up-to-date careers guidance; effective preparation for the opportunities, responsibilities and experiences of life in British society as required by the Education (Independent School Standards) Regulations 2014. This policy gives an overview of that curriculum however details of what we want pupils to know and be able to do (curriculum intent) can be found on our curriculum plans.

In this policy we will set out in general terms:

- our provision of full-time education
- our curriculum approach and how we meet the needs of our pupils
- how our curriculum meets the requirements of the Education (Independent School Standards) Regulations (2014)
- how work is planned
- how each subject is taught
- how pupils are assessed
- how we will report progress to parents or carers
- how the curriculum:

- promotes pupils Spiritual, Moral, Social and Cultural development (SMSC)
- promotes Fundamental British Values
- contributes to pupils' Character Education
- develops pupils' Cultural Capital
- Provides opportunities to explore future professions.

Our Provision of Full Time Education

We provide full-time supervised education for pupils of compulsory school going age. This means:

- at least 190 days a year
- 38 weeks a year
- 21 hours/weeks taught time for Key Stage 2
- 23 hours/week taught time for Key Stage 3
- 24 hours/week taught time for Key Stage 4

Our pupils are referred to us by the local authority under individual SEND contracts. Based on information given at the point of referral some pupils will have had significant gaps in education and for this reason it is sometimes necessary to gently ease them back into education by following a part-time timetable at the beginning. We will review all part-time timetables weekly with a view to increase the hours gradually until pupils are attending full-time. Part-time timetables may also be used for some of our pupils with SEMH whose anxiety affects attendance. Part-time provision will never be less than 18 hours a week.

Our curriculum approach and how we meet the needs of our pupils

At Wellbrook School we cater for pupils aged 9 – 16. All our pupils have special educational needs and an EHC plan – these needs include:

- Autistic Spectrum Disorder (ASD)
- Social, Emotional, and mental health needs (SEMH)

In addition to these special educational needs, some of our pupils:

- have accompanying learning disabilities
- may be non-verbal or have limited speech
- have sensory issues
- have other conditions that coexist with autism, for example, epilepsy, ADHD, or dyspraxia.
- present challenging behaviour
- have had significant gaps in their education
- have had multiple exclusions from mainstream education

- have suffered various traumas

Academically, our pupils arrive working at various levels of capability ranging from those working significantly below what is expected for their age and those who have exceptional capability.

In addition to providing high-quality teaching, scaffolding, extension, and intervention this is how we meet the needs of our pupils:

- Our curriculum provides for 3 main levels of capability: pupils who are working at age related expectations (or higher) – they are offered provision which leads to Key Stage 2 SATs and GCSEs at Key Stage 4; pupils working below age related expectations – they are offered provision which leads to alternative qualifications such as Functional Skills and Entry Level Certificates; pupils who are working below National Curriculum levels – they are offered the EQUALS semi-formal curriculum.
- AQA Unit Awards are achieved for wider curriculum skills and non-core/secondary subjects – where possible.
- Through induction training we equip our staff to build good relationships with pupils and encourage them to read the documentation which helps them build their knowledge and understanding of an individual pupil's profile of strengths and difficulties. These documents will include PLPs, Individual Risk Assessments and Personal Behaviour Support Plans
- We will organise additional specialist training to ensure that all our teaching and support staff are able to support the pupils with ASD and SEMH and any additional needs that different cohorts present
- Our Headteacher is the SENCo. They will coordinate how we plan, implement, and evaluate the provision for our pupils. They will ensure that our curriculum reflects how ambitious we are for our pupils and develop systems that make it possible for pupils to achieve exceptional outcomes compared to their expectations based on their starting points. They will ensure that the provision outlined in section F of each pupil's EHC plan is made available as required by the law. In their SENCo role, they will manage the procedure for ensuring EHC plan outcomes are met by breaking them down to smaller termly IEP targets; supporting staff to implement these targets and analysing how well pupils meet the targets. They will coordinate EHC plan reviews and other procedures to ensure pupils are on track to achieve their outcomes. They are also responsible for managing our procedures for ensuring that all staff are aware of pupils' needs, their targets and the relevant strategies to use to enable them to access learning and make progress.

- We work in partnership with professionals and with organisations that provide the support needed by our pupils, including our local authority Special Educational Needs and Disabilities Service; Social Workers; Speech & Language Therapists; Psychologists; CAMHS; Cognitive Behaviour Therapists; and others as needed depending on the cohort of pupils we have at any given time. We will follow any individual advice given by these specialists.
- We will choose the right kind of support for our pupils with ASD which may be visual aids; The Picture Communication Exchange System (PECS); social stories; comic strip conversations; TEACCH (Treatment and education of autistic and communication handicapped children); safe space; circle of friends; buddy system; the SPELL framework; Monitoring cards/Time out cards/Exit passes; distraction free environments or others.
- We will choose the right kind of support for our pupils with SEMH which may be de-escalation; physical intervention; restorative practice; art/drama/music therapy; PACE; or others
- We will work closely with parents and carers by involving them in EHC plan reviews, maintaining good lines of communication, providing them with detailed end of term reports, regularly requesting and acting on their feedback to ensure that our provision is suitable.
- Through our accessibility plan we will ensure that our school premises and the curriculum is accessible for all pupils to ensure that pupils who are disabled or those who have special educational needs are not disadvantaged.
- Pupils are supported using trauma informed approaches and PACE.

How our curriculum meets the requirements of the Education (Independent School Standards) Regulations 2014

*Where appropriate, AQA Unit Awards will be utilised to provide pupils with a sense of purpose and achievement in their learning.

Aspect	Key Stage 2	Key Stage 3	Key Stage 4
Linguistic	English – Y5	English – KS3	GCSE English Language
	English – Y6	Entry Level Certificate	Functional Skills L1 & L2
	Phonics Interventions	Phonics Interventions	Entry Level Certificate

	My Communication	My Communication	My Communication
Mathematical	Mathematics – Y5	Mathematics – KS 3	GCSE Mathematics
	Mathematics – Y6	EQUALS – KS3	Functional Skills L1 & L2
		Entry Level Certificate	Entry Level Certificate
Scientific	Science – Y5	Science – KS3	GCSE Biology/ Chemistry/ Physics
	Science – Y6	Entry Level Science	Entry Level Science
	The World About Me	The World About Me	The World About Me
Technological	Computing – Y5	Digital Skills at Work Level 2	GCSE Computer Science
	Computing – Y6	Entry Level Certificate - ICT	Digital Skills at Work Level 2
Human and social	History – Y5 & 6 Geography – Y5 & 6 Religious Education – Y5 & 6	Humanities – KS3 (History, Geography, Religious Education)	GCSE History/ Geography
Physical	P. E – Y5 & Y6	P. E – KS3	P. E – KS4
	My Physical Well-Being	My Physical Well-Being	My Physical Well-Being
	My Dance	My Dance	My Dance
Aesthetic and creative	Creative Curriculum	Creative Curriculum	Creative Curriculum
	My Art	My Art	My Art
	My Music	My Music	My Music
Personal,	PSHE Association	PSHE Association	PSHE Association

Social, Health and Economic Education (PSHE) and RSE	Programme of Study – KS 2	Programme of Study – KS 3	Programme of Study – KS 4
	My Relationship & Sex Education	My Relationship & Sex Education	My Relationship & Sex Education
Career Education & Guidance	PSHE - Y6	PSHE	PSHE
	PSHE Association	Morrisby Careers	Morrisby Careers
		National Career Service	National Career Service
			Local Authority Career Guidance
Preparation for life in Britain	PSHE	PSHE	PSHE
	Educational Visits	Educational visits	Educational visits
	Visiting Speakers	Visiting Speakers	Visiting Speakers
		Work experience	Work experience
		College Visits	College Visits
		PSHE Association	PSHE Association

Enrichment Activities:

Enrichment activities are used to complement the academic curriculum and:

- support pupils Spiritual, Moral, Social and Cultural development.
- promote Fundamental British Values.
- provide character education.
- develop pupils' cultural capital.
- develop pupils' independence.
- improve the social interaction, social communication, and social imagination skills of pupils with Autism

Enrichment activities will be delivered in a variety of ways including:

- tutor-time
- timetabled sessions
- assemblies
- educational visits
- Educational visitors

Below is a list of the programmes that will guide some of our enrichment activities

Those on the equals program:

- My Outdoor School (from the EQUALS semi-formal curriculum)
- My Independence (from the EQUALS semi-formal curriculum which includes travel training, cooking, shopping, and dressing)
- My Play and Leisure (from the EQUALS semi-formal curriculum)

For all pathways:

- AQA awards including outdoor Adventurous Activities (OAA) and independent living skills
- DfE's My Activity Passport for KS2
- D of E awards
- Career enrichment – Morrisby Careers

How work is planned

- All subjects and activities are supported by schemes which have details of what is to be taught in each subject throughout the year for each level of capability.
- Schemes of work also outline the objectives for learning within each topic; how individual topics are to be taught; what resources will be used; what opportunities will be taken for assessing pupils' learning and progress.
- All staff have access to schemes of work which they customise to ensure they are suitable for their cohort of pupils. Staff will regularly work together to identify opportunities for cross curricular development of essential skills such as literacy and numeracy; for SMSC development; for promoting Fundamental British Values and more.
- Short Term planning will be 'on ppt.' planning, collected weekly for each subject.
- All planning will have an overview of careers, SMSC and Adaptations for bespoke lessons.

- Any planning provided by a scheme, may stand alone and be adapted to our learners needs.
- We will gather as much information about our pupils' prior attainment as we can at the point of referral.
- In English and Mathematics, we will also conduct a detailed initial and diagnostic assessment of our pupils' capability at the point of referral and get an accurate starting point in Reading Comprehension, Writing, Speaking & Listening, Reading age, Number, Measure, Shape and Space, Statistics and Data, through Hodder Access Assessments.
- Pupils will be organised into small groups based on the levels towards which they are working in English and Mathematics except pupils in Years 5 and 6 who will automatically be the "primary" group.
- Teachers will use the outcome of the diagnostic assessments to plan work in a way that addresses pupils' common gaps and areas for improvement. They will sequence the delivery of learning activities in a way which ensures that pupils develop knowledge and skills, building on what has been taught before,
- Where pupils' knowledge gaps are not shared by others, 1 to 1 tuition will be planned in addition to group lessons.

How work in each subject is to be taught

In all subjects

- At Key Stages 2 and 3, pupils will study at the level expected for their age according to the national curriculum. Where pupils are working below age-related expectations because of capability, learning disability or gaps in their education they will be offered a curriculum more suited to their level for example Entry Level or EQUALS.
- At Key Stage 4, pupils will study towards a GCSE or Functional Skills qualification (where available) depending on the results of their initial/ baseline assessments and diagnostic assessments. They might even study towards the Entry Level Certificate (where available) or continue working on an appropriate EQUALS curriculum if their learning disability is such that they are working significantly below age-related expectations that they cannot access the National Curriculum. The qualification pupils' study towards will also be determined by the academic year they are in when they join the school - for example, some pupils will join the school close to the end of Key Stage 4, after a significant period out of education therefore they will not have enough time to complete a GCSE qualification.

English

- Our aim is to develop pupils' reading, speaking, listening, and writing skills to help pupils become confident communicators. We want to ensure that our pupils:
 - read easily, fluently and with good understanding
 - develop the habit of reading widely and often, for both pleasure and information
 - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
 - appreciate our rich and varied literary heritage
 - write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
 - use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
 - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.
- English will be taught to all pupils aged 9 -16.
- Teachers will use a combination of small group sessions and 1 to 1 tutorial.
- Pupils studying towards the GCSE qualification will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Pupils will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes.
- Pupils studying towards Functional Skills qualifications will read, write, speak, listen, and communicate in English at an appropriate level so they can apply these skills effectively to a range of purposes in the workplace and in other real-life situations.
- They will:
 - Listen, understand, and make relevant contributions to discussions with others in a range of contexts
 - Apply their understanding of language to adapt delivery and content to suit audience and purpose
 - Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing

- Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation, and grammar
- Understand the situations when, and audiences for which, planning, drafting, and using formal language are important, and when they are less important.
- Pupils working towards the Entry Level Certificate and AQA Unit Awards will draw upon a range of texts as reading stimuli and engage with creative as well as real and relevant contexts. Students will have opportunities to develop reading and critical thinking skills that encourage enquiry into different topics and themes. They will:
 - read, with some understanding, a range of texts, including literature and literary non-fiction as well as other writing such as letters and leaflets
 - read and make comparisons between texts, explaining personal preferences where relevant
 - locate and explain information or ideas from texts
 - write effectively and coherently using English appropriately
 - use grammar correctly and punctuate and spell accurately
 - acquire and develop an appropriate vocabulary in writing and spoken language
 - listen to and understand spoken language and use spoken English effectively.
- Pupils who cannot access any of these qualifications will study EQUALS “My Communication” focusing on 10 areas of communicative learning: imperative communications; following instructions; declarative communications; dynamic communications; narratives; formal social interactions with familiar and unfamiliar people; personalised reading and writing; non-verbal, behavioural communications; peer to peer communications; augmentative and alternative communications.
- We will support pupils who are at the early stages of reading, including older pupils. We will use phonics to support pupils who are reading below age-related expectations to become confident, fluent readers.
- We will ensure that all pupils have access to a wide range of reading material to read for pleasure and to develop their reading skills. Teachers will promote reading by encouraging pupils to read out loud at the beginning of lessons, to read quietly during break and lunchtimes and before lessons start in the morning. Pupils will also visit local libraries and borrow books to read in their free time.
- We will buy reading sets for various reading levels to support the development of pupils' reading skills. 1 to 1 tutorial will be used to give individualised support and raise the level of reading across the school.
- We will invite external organisations such as Talk the Talk to help us develop pupils' oracy skills so they can become confident communicators

Mathematics

- Our aim is to encourage pupils to see that Maths is for everyone. It is diverse, engaging, and essential in equipping them with the right skills to reach their future destination, whatever that may be. Our pupils will:
 - become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
 - reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
 - solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- Mathematics will be taught to all pupils aged 9 -16.
- We will encourage pupils to develop confidence in, and a positive attitude towards mathematics and to recognise the importance of mathematics in their own lives and to society. We will also provide a strong mathematical foundation for pupils who go on to study mathematics at GCSE and Levels 1 & 2.
- Pupils studying towards the GCSE qualification will develop:
 - a willingness and ability to work independently and cooperatively
 - an ability to understand mathematical ideas and to communicate them in a variety of modes
 - an appreciation of the ways in which mathematics is used
 - the knowledge, skills and understanding needed to apply a range of mathematical concepts to situations which may arise in their own lives
 - an ability to use mathematics across the curriculum
 - a firm foundation for appropriate further study.
- Pupils studying towards Functional Skills qualifications will demonstrate a sound grasp of mathematical skills at the appropriate level and the ability to apply mathematical thinking effectively to solve problems successfully in the workplace and in other real-life situations. They will:
 - demonstrate their ability in mathematical skills and their ability to apply these, through appropriate reasoning and decision making, to solve realistic problems of increasing complexity

- be introduced to new areas of life and work so that they are exposed to concepts and problems which, while not of immediate concern, may be of value in later life
- develop an appreciation of the role played by mathematics in the world of work and in life generally.
- Teachers will use a combination of small group sessions and 1 to 1 tutorial.
- Pupils studying towards the Entry Level Certificate will gain basic, relevant skills to build their confidence in mathematics.

Science

- We aim to stimulate curiosity, interest and enjoyment in Science and its methods of enquiry; to develop abilities that are relevant to the study, practice and application of Science which are useful in everyday life.
- At GCSE, pupils can study Biology, Physics or Chemistry
- The three GCSE Science qualifications enable students to:
 - develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
 - develop understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them
 - develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills in the laboratory, in the field and in other learning environments
 - develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively.
- Teachers will use small group sessions and where necessary 1 to 1 tutorial.
- Given that we do not have a fully functioning laboratory, teachers will look through the specifications to identify the practical activities that can be delivered without the use of a laboratory. We will source the equipment needed to ensure that pupils experience some practical aspects of science. Where experiments cannot be conducted with the resources available, teachers will source suitable online demonstrations and tutorials they can use in class.

- Teachers will plan relevant educational visits to enhance pupils' understanding of scientific concepts; to observe procedures and to see how certain concepts are used in real life.
- Pupils will be taught to follow safety procedures strictly.

Computing and ICT

- Our main aim is to ensure that all pupils are equipped with a good working knowledge of the major productivity applications in order to support their overall learning and prepare them for employment.
- In Computing our aims will be for pupils to be able to:
 - understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms, and data representation
 - analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
 - evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
 - be responsible, competent, confident, and creative users of information and communication technology.
- In ICT pupils will:
 - gain skills when using ICT systems, finding, and selecting information, developing, and presenting and communicating information
 - apply their knowledge and understanding to everyday life
 - engage competently and confidently with others
 - solve problems in both familiar and unfamiliar situations
 - develop personally and professionally as positive citizens who can actively contribute to society.
- Teachers will use both small group and 1 to 1 tutorial where necessary
- Lessons will include theory and practical sessions where pupils will practise the skills, they learn during the theory sessions.

Geography

- Our Geography provision gives pupils the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way.
- It is focused on the pupils, it is about their place in the world – how they live in it, how it is changing for better and for worse and about their future in it. It is about broadening pupils' horizons, so they get a sense of seeing the bigger picture through social, economic, and environmental lenses.
- We aim for pupils to:
 - develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
 - understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
 - be competent in the geographical skills needed to:
 - collect, analyse, and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
- Pupils in Key Stage 4, if choosing Geography, will study towards a GCSE qualification in which they cover -Living with the physical environment, Challenges in the human environment, Geographical applications, and Geographical skills. Pupils will take part in fieldwork and conduct case studies.
- Teachers hold small group sessions and 1 to 1 sessions where needed.
- Teachers organise educational visits where they will add value to pupils' learning giving them opportunities to gather data and improve their understanding of processes.

History

- Our History offer helps pupils understand past events and people and their significance in order to get a better insight into the world around them.
- The study of History provides pupils with the opportunity to develop essential skills of analysis and evaluation, and we aim to cultivate those as fully as possible. Our aims are for pupils to:
 - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
 - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
 - gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
 - understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
 - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stage 2
 - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national, and international history; between cultural, economic, military, political, religious, and social history; and between short- and long-term timescales.
- Pupils in Key Stages 4, if choosing History, will study towards a GCSE qualification which includes one period study, one thematic study, one wider world depth study and one British depth study including the historic environment.
- Teachers act as facilitators, guiding pupils as they fulfil the requirements of their chosen units in project form.
- Teachers hold small group sessions and 1 to 1 sessions where needed.

- Teachers organise educational visits where they will add value to pupils' learning giving them opportunities to gather data and improve their understanding of historic events.

World Views

- Our aim is to challenge pupils with questions about belief, values, meaning, purpose, and truth, enabling them to develop their own attitudes towards religious issues.
- Through the study of Religious Education, pupils will gain an appreciation of how religion, philosophy and ethics form the basis of our culture. They will develop analytical and critical thinking skills, the ability to work with abstract ideas, leadership, and research skills. All these skills will help prepare them for further study.
- Pupils will study the beliefs, teachings, and practice of some of these religions:
 - Buddhism
 - Christianity
 - Catholic Christianity
 - Hinduism
 - Islam
 - Judaism
 - Sikhism.
- They will also explore some thematic studies from the following list:
 - Relationships and families.
 - Religion and life.
 - The existence of God and revelation.
 - Religion, peace, and conflict.
 - Religion, crime, and punishment.
 - Religion, human rights, and social justice.
 - St Mark's Gospel – the life of Jesus.
 - St Mark's Gospel as a source of religious, moral, and spiritual truths.
- Pupils in Key Stages 4, if chosen, will study towards a GCSE qualification
- Teachers hold small group sessions and 1 to 1 sessions where needed.
- Teachers will organise educational visits where they will add value to pupils learning giving them opportunities to gather data improve their understanding of various religions

Physical Education

- Our aim is to help pupils develop control, coordination, tactical skills; improve performance, fitness, health. We also develop moral values such as fair play, modesty, integrity, and commitment through sport.
- Teachers will deliver PE lessons, facilitate popular indoor and outdoor sports, and encourage pupils to try various other activities that they may not have tried before
- The school will make arrangements with local leisure centres and outdoor sports centres for pupils to regularly take part in these indoor and outdoor sports.
- We will also engage external trainers in activities based on pupils' interests
- Across all activities, pupils will be taught to follow safety procedures and teachers will conduct rigorous risk assessments and implement relevant control measures
- Pupils will be taught to:
 - use running, jumping, throwing, and catching in isolation and in combination
 - play competitive games, modified where appropriate
 - use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby, and tennis]
 - develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
 - take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
 - evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
 - continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Art & Design

- Our aims are for pupils to:
 - produce creative work, exploring their ideas and recording their experiences
 - become proficient in drawing, painting, sculpture and other art, craft, and design techniques
 - evaluate and analyse creative works using the language of art, craft, and design

- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- Pupils will study towards the GCSE Art & Design qualification at Key Stage 4. They will study Fine Art. Fine art practice is defined here as the need to explore an idea, convey an experience, or respond to a theme or issue of personal significance. Pupils will work in one or more of the following areas of fine art: drawing, painting, sculpture, installation, lens-/light-based media, photography and the moving image, printmaking, mixed media, land art.
- Pupils will be provided 2 hours a week for creative subjects because of the therapeutic nature of the subject.
- Teachers will also organise activities delivered by external organisations such as music, dance, drama based on pupils interests.

PSHE

- We offer personal, social, health and economic education for all pupils which incorporates the new statutory guidance for sex, relationships, and health education in England.
- Our PSHE provision supports our mission to **build firm foundations for the future** by **nurturing** the pupils in our care - addressing the social, emotional, and learning needs of individual pupils by providing the necessary help to remove the barriers to learning; **building** on their existing knowledge, skills, and state of personal development; **releasing** them into the world ready for their next stage of education and for adult life.
- We encourage respect for other people, and ensure that pupils are aware of the protected characteristics set out in the 2010 Act(a).
- We have a policy which outlines our RSE provision, and it meets the requirements of the DfE's statutory guidance. We will consult parents about the provision at the time of referral and inform parents of secondary age pupils of their right to withdraw their child from part or the whole of the sex education component of RSE (except what is part of the science curriculum). We will make it clear to parents of pupils in Years 5 and 6 that relationship education is a statutory requirement. We will ensure that all pupils (except those who are excused) have access to the RSE curriculum which is appropriate for their age and needs.

- Teachers deliver discreet PSHE lessons based on the PSHE Association's programme of study. Through group planning, teachers also identify opportunities to develop the PSHE offer across the curriculum.
- We will invite various organisations and visit relevant centres to support pupils understanding of various aspects of the PSHE offer such as drug awareness, sexual health.

Citizenship Studies

- In Citizenship Studies, pupils will find out "How citizens can try to make a difference" by studying Life in modern Britain, Rights and responsibilities and Politics and participation.
- Pupils will not only learn about citizenship skills, but they will also be given opportunities to apply these skills in various activities across the school.
- They will:
 - gain the ability to form their own hypotheses, create sustained and reasoned arguments and reach substantiated conclusions about citizenship issues
 - understand the range of methods and approaches that can be used by governments, organisations,
 - groups and individuals to address citizenship issues in society, including practical citizenship actions
 - formulate citizenship enquiries, identifying and sequencing research questions to analyse citizenship ideas, issues, and debates
 - select and organise their knowledge and understanding in responses and analysis, when creating and communicating their own arguments, explaining hypotheses, ideas and different viewpoints and perspectives, countering viewpoints they do not support, giving reasons and justifying conclusions drawn
 - present their own and other viewpoints and represent the views of others, in relation to citizenship issues, causes, situations and concepts
 - plan practical citizenship actions aimed at delivering a benefit or change for others in society
 - critically evaluate the effectiveness of citizenship actions to assess progress

How work in each subject is assessed

We have compiled 2 documents which outline how our curriculum will be assessed – Pupil Assessment Procedures & Assessment Policy.

How we will report progress to parents or carers

- Parents will receive a report about their child's performance at the end of every term.
- Reports will focus on progress, effort, level towards which their child is working, exam results.
- Teachers will also regularly give parents feedback about how pupils are getting on informally over the phone and via email.
- We will publish a summary report on achievements on the school website every year.

How the curriculum:

Promotes pupils SMSC development

- SMSC will be developed across the curriculum and through educational visits and other extra- curricular activities
- Examples of how each aspect will be developed are given below:
- Spiritual development
 - Religious Education lessons
 - Celebrating different faiths and cultural holidays/celebrations
 - Visiting different religious sites e.g., the Gurdwara and local church
 - Talking about different faiths in subjects such as English, History
 - During PSHE lessons pupils are encouraged to reflect, this improves their self-knowledge and their behaviour.
- Moral development
 - Character Education assemblies
 - Learning about the effects of drugs and alcohol in PSHE helps pupils think about the possible outcomes of poor choices
 - Police talks during which they explain what happens when a crime has been committed help pupils understand how the law works
 - Discussions in lessons about moral dilemmas
- Social development
 - through PSHE lessons; taking part in group projects; taking part in sports
 - creating displays for the school
 - volunteering at local charities

- History lessons
- Enrichment activities
- Cultural development
 - Educational visits and discussions in lessons
 - Making ‘food from around the world’,
 - Social days, celebrating a variety of religious holidays, contribute to pupils’ knowledge about other cultures
 - History lessons

Promotes Fundamental British Values

- Citizenship as part of the PSHE association.
- The school’s Character Education offer compliments fundamental British values. Pupils are taught about and given opportunities to practise many virtues.
- Pupils actively take part in the school community by giving formal and informal feedback about their experiences. Pupils are also involved in making decisions about what they learn across many parts of the curriculum.
- When elections are happening in the country, teachers organise a mirror event across the school
- Pupils take part in mock courts, visit places such as police stations, fire stations; learn about and observe significant cultural and religious events; have moments of reflection during PSHE sessions. These activities have a positive impact on pupils such as understanding their rights and the rights of others; developing respect for others; understanding rules and boundaries just to name a few.
- The PSHE offer teaches pupils about diversity, how to function as adult citizens; where to get help and advice; civic duties. In the staff audit mentioned above staff say so.

Contributes to pupils’ Character Education

- Teachers will deliver small group lessons about character and hold assemblies as well.
- Pupils will be encouraged to put in practice what they learn on a daily basis when they are in class, extracurricular activities or when critical incidents occur.

Develops pupils' Cultural Capital

- Cultural Capital will be developed mostly through school visits and across the curriculum with teachers identifying opportunities to highlight the best that has been thought, said, created, achieved in their subject area.
- Teachers will make arrangements to visit destinations which will expose our pupils to essential knowledge that they need to be educated citizens and develop an appreciation of human creativity and achievement.