

Curriculum Policy

Redehall School and Caterham Education Centre

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Applies to:	<i>RHS and CEC</i>
Associated documents:	
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Next review due by:	<i>June 2024</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Aims

School Vision:

“It’s about more than Education”

Definition of our vision statement.

“Providing a learning experience which considers the whole person, where they are, and where they are going”.

CURRICULUM INTENT

Our curriculum will support students to achieve this vision and prepare them for further learning and a life beyond school

2. Legislation and statutory requirements

Keeping Children Safe in Education

Child Protection Act

3. Scope

Our Intentions are to...

“Provide a learning experience which considers the whole person, where they are , and where they are going”

The learning environment and delivery style are as important as the content. We will provide small group sizes with a nurturing ethos where students feel safe to express themselves, where they feel they belong and are accepted with the aim they grow in independence, confidence and self-belief. Flexible delivery to facilitate sensory breaks and the necessary access to emotional support as and when it is most needed. Clear structure, routines, and support with transitions throughout the school day, with visual aids where necessary.

As our students may not have had positive experiences of education in the past and may be disengaged or highly anxious. It is our intention our pupils’ experiences should not evoke these past negative feelings.

Expectations and demand is only embraced if we have developed positive relationships. Our aim is to introduce pupils into our school in a way which places relationships, trust and safety at the

forefront, with the aim of developing a love for learning in a safe and caring environment. From this point we can build resilience and problem-solving skills as confidence grows.

4. Roles and responsibilities

All staff will ensure the implementation of the curriculum across both sites.

4.1 The Site Lead will:

4.1.1 Ensure the policy is implemented at site level.

4.1.2 Ensure staff are aware of the policy, and its associated procedures.

4.2 Staff will:

4.2.1 implement the curriculum into their planning and delivery of lessons.

4.2.2 Monitor progress through the IAsend and other processes to ensure the children are making sustained progress.

5. Policy Statement

We will encourage students to be inquisitive and ask questions and celebrate the joy in discovery or learning a skill. We will promote a 'have a go' attitude that shows how mistakes are all part of learning.

... create a sense of ambition and set clear personal goals

Our number one priority is to instil in each young person a strong sense of ambition and clear long-term goals. Once this is established it can focus and motivate the young person and we can road-map out their personalised curriculum to suit.

... develop successful citizens

Additionally, these opportunities will support our intention to develop in young people an understanding of society and the wider world including their rights and responsibilities as active participants in society. For young people who may typically feel disengaged or marginalised from society themselves, engagement in the local community will be a prominent feature of our curriculum.

...develop appealing employees

Furthermore, the range of opportunities students are exposed to/involved in, will involve activities like independent careers advice for every individual. Students have access to multiple colleges to experience days of learning off site. Students have work experience planned in Key Stage 4 to allow them to experience a real work place.

... provide access to recognised qualifications that will enable transition to further learning or employment

Whilst the Delivery must be highly personalised and flexible. We will provide access for our students to gain GCSE or equivalent in (at least) the core subjects – these qualifications must provide the necessary ‘currency’ for their chosen pathway.

... develop cultural capital

Study should not solely focus on the gaining of qualifications but seek to enlighten young people of human endeavours: the scientific, technological, human & social, physical and aesthetic, and developing a passion for reading.

... promoting healthy bodies and minds

Students will be given opportunities to learn about connections between their actions and their physical and mental health and wellbeing, focusing on exercise, healthy eating, personal hygiene, sleep, healthy relationships, happiness and feelings.

... meet the Special Educational Needs of our students

Our school vision is that “it is about more than education”. Our curriculum must incorporate our mission to go beyond just the academic development of our pupils. Within our educational offer, we must consider developing,

- Social Interaction
- Communication Skills (largely Social Communication, but for a few Speech & Language Development may be required)
- Emotional Self-Regulation
- Fine/Gross motor skills
- Personalised intervention programmes
- Preparing for Adulthood

In summary, it is our intention that our curriculum develops young people who are...

- Confident individuals - who lead safe, healthy and fulfilling lives in which they can communicate and interact well with others
- Successful learners - who enjoy school, make great progress and achieve a range of qualifications

- Responsible citizens - who are ready to take their place in society.

Our core curriculum recognises that all students should have access to a broad and balanced curriculum. All students need to work at a level which is appropriate to their understanding, relevant to their chronological age and at a rate that suits their individual abilities.

3. Implementation

At RHS

Students will have on their timetable discreet lessons for:

- English
- Mathematics
- Science
- PE
- Computing
- Topic
- Social Skills
- Life Skills
- PSHE

Other Subjects will be accessed via thematic learning through Topic work at RHS sessions

The National Curriculum for England is our key reference when implementing planning for English, mathematics, and the foundation subjects. Teachers will take broad schemes and modify objectives to meet students' stage of development rather than age-related expectations. Students join us with varied levels of prior attainment and often with inconsistent strengths identified in their cognitive profiles. We identify the correct starting point, missing 'building blocks' and students join the programmes at a point suited to them.

We draw an important distinction between the topics taught, students cultural capital, and the skills they are developing. Students can learn about topics at an age-appropriate level whilst developing skills that appear earlier in the National Curriculum.

In English our intention is that students should:

- Develop a passion for reading and be able to communicate clearly and confidently.
- Be provided with the skills to achieve functional literacy standards and, where appropriate, the qualifications required to be independent in the adult world
- Be taught the skills required to be competent communicators, readers and writers; this development might happen alongside integrated therapeutic support, such as that available from our speech and language therapists

- Have multiple opportunities throughout the day to develop their literacy skills, knowledge and understanding, including daily 1:1 reading sessions wherever possible

In Maths our intention is that students should:

- Develop a positive attitude to maths as an interesting and attractive subject in which they will gain success and pleasure
- Use of maths as a tool in a wide range of 'real life' activities within school and, subsequently, adult life
- Develop their ability to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary
- Develop an appreciation of relationships and pattern within maths
- Develop ability to think clearly and logically with independence of thought and flexibility of mind
- Develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal.
- Develop mathematical skills and knowledge and quick recall of basic facts.

In Science our intention is that students should:

Develop scientific knowledge and conceptual understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

Increasing students' knowledge and understanding of nature, materials, and forces. We also develop the skills and methodologies associated with investigating science as a process of enquiry, for example, paying attention to objectivity and concern for accuracy, precision, repeatability, and reproducibility.

Also observing and forming hypotheses, and conducting experiments, recording findings, and then evaluating outcomes and results.

PE

We want all children to experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity. We strive to be creative in our Physical Education offer to ensure that participation is high through a broad Physical education offer.

Computing

Through a variety of creative and practical activities, our intention is to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. To be able to critically evaluate and test their own ideas, and the work of other students.

Topic Work

We acknowledge that it is not practical to attempt to cover the full range of objectives in the National Curriculum given the additional needs of our students and the time that is required to develop the whole student. However, we also recognise that our students have a right to experience a broad range of knowledge and skills.

To that end, we have developed Topic Sessions for those elements of the curriculum that are not fully covered in the development of mathematics and English.

Topic Work will aim to develop the following areas:

- Geography
- History
- Religious Studies
- Independent enquiry
- Group work.
- Individual project work.
- Social Skills
- Life Skills
- PSHE

SMSC and PSHE are central to all aspects of our curriculum. Students are encouraged to respect the law and to act consistently with their own beliefs and with a view to the consequences of their own and others' actions.

We recognise the importance that no part of our curriculum or the delivery thereof should be contrary to the Fundamental British Values and opportunities will be taken to encourage students' understanding of the important role the FBV play in the life of our citizens. They are:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those with different faiths and beliefs.

Students will explore democracy and respecting other people's rights and views and having an appreciation that despite people being different we are all equal.

Political issues are introduced in a number of courses and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject in the school is not allowed.

Information on Zones of Regulation

The Zones of Regulation framework and curriculum teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.

Goals of The ZONES Curriculum

TEACHES STUDENTS:

- Identify their feelings and levels of alertness
- Understand their feelings in context
- Effective regulation tools
- When and how to use tools
- Problem solve positive solutions
- Understand how their behaviors influence others' thoughts and feelings

...And ultimately move towards **Independent Regulation**

Information on Social Thinking

The Social Thinking Methodology uses evidence-based strategies to help young people (and into adulthood) improve their social competencies, including:

- Self-regulation
- Social-emotional learning
- Executive functioning
- Perspective taking
- Social problem solving

It recognises that supporting young people to be successful and independent must go beyond simply teaching social skills. Instead it helps young people to understand themselves and others to better navigate the social world, foster relationships, and improve their performance at school, at home, and in the community. Unique tools break down complex social concepts (like perspective taking) into understandable and doable parts that can be applied in any setting.

The Social Thinking Methodology addresses the questions: How does the social world work, and how can we help our students better navigate to regulate within it? How do our social emotional learners function within the social world? The methodology fosters the development of social competencies so foundational that it applies across cultures, ages, races, religions, mental health diagnoses, etc.,

The Therapy teamwork with the education team to integrate strategies from Social Thinking and The Zones into classroom practice and maintain a 'whole school approach' for our students.

Enrichment

Enrichment Opportunities at RHS School include:

- Music experiences
- Sports lessons off site
- Guest speakers on site covering RSE.
- Assemblies and external speakers

Impact of the RHS Curriculum

RHS –

Students are assessed to identify the gaps in their educational experience. Our curriculum offers “interventions” within the teaching day, which focus on Reading, handwriting, touch typing and precision teaching. The aim of our interventions is to support pupils to ‘fill their individual gaps’ within the academic curriculum. This involves intense work to ensure they have opportunities to build a foundation for learning that can continue in future key stages.

Precision Teaching.

Our timetable includes a Precision teaching session every day. The intention of the Precision Teaching session is to develop the accuracy and fluency of reading, spelling and maths. Every pupil undertakes an individual programme developed with the focus being their individual learning needs.

Transition Programme “The Oak”.

The students who are taught within the Oak have opportunities to explore the next Key stage within a more nurturing/primary environment. The students work on their individual preparation to adulthood targets to ensure they are able to transition to a secondary style site effectively. The impact is shown within more adult strategies being used when encountering difficult situations or unfamiliar staff/students.

The students mirror the same age curriculum as the CEC curriculum to ensure they are covering the foundations for later qualifications. They have opportunities to prove their supportive adult strategies when off site or faced with different situations.

At CEC

Students will have on their timetable discreet lessons for:

- English Language: This covers both the GCSE curriculum and Functional Skills, to ensure students have every opportunity to gain a qualification within this subject for their next career step.
- English Literature: This is studied from KS3 and is an option at KS4 for GCSE.

- Mathematics: This covers both the GCSE curriculum and Entry Level qualifications, to ensure students have every opportunity to gain a qualification within this subject for their next career step.
- Science: This covers both the GCSE curriculum and Entry Level qualifications, to ensure students have every opportunity to gain a qualification within this subject for their next career step.
- History: This is studied from KS3 and is an option at KS4 for both Entry Level and GCSE.
- Art: This is studied through the Arts Award. We currently offer the Bronze and Silver awards, but students have the option to complete the Gold award.
- Drama: This is studied at KS3 and helps students explore a curriculum that links with both English and Art to help re-enforce the learning and assist the understanding.
- Psychology: This is an option at KS4 to study at GCSE.
- Food: This is part of an ASDAN course and is studied from Y7 to 11 because it also supports the Preparation for Adulthood targets from the students EHCP.
- Social skills: This is timetabled for KS3 students and assists the outcomes for Preparation for Adulthood as-well as the individual targets set by the in-house Speech and Language Therapist.
- PSHE; This is taught to follow the National Curriculum but also follows the ASDAN short course award which ensures the students gain from it as-well as learning about the wider world and preparing them for when they eventually move on to their next education destination.
- ASDAN Short Courses: This supplements the curriculum throughout the school, enabling students to gain recognition and qualifications for their wider interests.

6. Review

This policy will be reviewed annually, or in line with any developments made to the curriculum.