

Curriculum Policy Aurora Ryefields School

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Applies to:	Aurora Ryefields School
Associated documents:	Marking and Feedback Policy Assessment Policy RSE policy
Approved by:	Headteacher – Paul Foxtan
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Next review due by:	September 2026
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

0. Summary of changes since previous version of policy

- New Policy

1. Aurora Ryefield School Curriculum Statement

Aurora Ryefield School is committed to ensuring all students have access to a broad and balanced curriculum. We recognize the importance of students working at a level that matches their understanding, aligns with their chronological age, and progresses at a pace suited to their individual abilities. Teaching and learning are centred around the unique needs of each learner.

Each student follows a tailored curriculum informed by baseline assessments, previous academic outcomes, and long-term learning targets. Students are taught in small groups, individually, and, where appropriate, within the community. This approach helps to generalize skills to real-life settings and equips students for life in the wider world. High aspirations are held for all students, with the curriculum fostering their experiences, knowledge, self-confidence, communication abilities, and independence.

2. Curriculum Overview

Our curriculum integrates practical, everyday skills identified through clinical assessment tools into the wider curriculum. These skills are embedded into daily teaching while empowering parents/carers to reinforce them at home. Alongside this, students experience a broad and balanced curriculum designed to provide high-quality learning opportunities.

The curriculum is designed to expand our students' horizons, enhance their cultural capital, and spark curiosity about the world around them. Through personalized support and a nurturing approach, Aurora Ryefield students become compassionate, independent learners, well-prepared for the challenges of 21st-century life in modern Britain.

3. Curriculum Intent

The intent of our curriculum is:

- **Qualifications:** To ensure every student leaves with recognized qualifications in English, Maths, and a suite of wider qualifications/accreditations to prepare them for their next steps.
- **Social and Emotional Growth:** To foster social and emotional development and life skills, enabling students to engage positively with others and the wider world.
- **Positive Destinations:** To ensure all students transition to a positive next destination with the confidence and resilience needed for future success.

3.1 Commitments to Achieving Intent

To meet these goals, we will ensure:

- **Access to Learning:** All students have access to a broad and balanced curriculum.
- **High-Quality Teaching:** All students receive high-quality teaching in all areas of the curriculum, addressing individual needs and supporting good or better progress.
- **Spiritual, Moral, Social, and Cultural Development:** We promote the development of these areas for all students.
- **Personal Development:** We prepare students to respect others, contribute to society, and thrive in life in Britain.

- **British Values:** We promote democracy, the rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.
- **Healthy Lifestyles:** We support students in developing healthy lifestyles and positive relationships.
- **Communication Skills:** We provide opportunities to enhance communication skills through meaningful experiences.
- **Functional Skills and Vocational Pathways:** We ensure teaching and learning include functional skills, knowledge, and vocational pathways for KS4/5 students.
- **Pathways to Next Steps:** We provide meaningful pathways for students to transition successfully and ensure they are actively involved in decisions regarding their future.

4. Curriculum Breakdown

4.1 Overview:

Key Stage	Core Subjects	Foundation Subjects	Additional Areas
KS1	English, Maths, Science	Art, Music, PE, ICT	PSHE, Sensory Integration, Play-Based Learning
KS2	English, Maths, Science	History, Geography, PE, Art, ICT	PSHE, Food Tech, Social Education
KS3	English, Maths, Science	Art, History, Geography, PE, ICT	PSHE, Food Tech/Life Skills, Careers
KS4	English, Maths, Science	Vocational Courses, Design Tech	Social Education, Citizenship
Post-16	Functional Skills, Vocational Pathways	Prince's Trust Qualification, Careers	Work Experience, Independent Living

4.2 Key Stage 1 (KS1)

Ages 5-7

- **English:** Early literacy skills focusing on phonics, basic reading comprehension, and communication. Students engage with stories, songs, and simple texts.
- **Maths:** Basic numeracy skills, including counting, addition, subtraction, and simple problem-solving activities.
- **Science:** Introduction to the world around them through exploration of the senses, animals, plants, and the environment.
- **Art & Music:** Sensory-rich art experiences and music sessions to encourage creativity, expression, and fine motor skills.
- **PE:** Physical activities to develop motor coordination, balance, and teamwork.
- **PSHE & Sensory Integration:** Social and emotional learning integrated with sensory activities. Focus on self-regulation, building trust, and developing social skills in a structured and supportive environment.
- **Play-Based Learning:** Structured play activities that promote social interaction, language development, and emotional regulation.

Key Features:

- Emphasis on **play-based and sensory learning**.
- A supportive, low-stress environment to build **confidence and self-esteem**.
- Early interventions based on individual needs, using visual aids and communication strategies.

4.3 Key Stage 2 (KS2)

Ages 7-11

- **English:** Development of reading and writing skills, with a focus on phonics, sentence structure, and comprehension. Students read age-appropriate books and start writing simple stories and paragraphs.
- **Maths:** Further development of numeracy skills, introducing multiplication, division, fractions, and problem-solving.
- **Science:** More structured exploration of scientific concepts such as forces, materials, and living things.
- **History & Geography:** Introduction to the world's history, cultures, and geography through engaging projects, sensory learning, and field trips.
- **PE:** Physical development through sports, including activities that promote teamwork, social interaction, and communication.
- **ICT:** Basic computer skills, including typing, using software for simple tasks, and internet safety.
- **PSHE & Social Education:** Focus on friendships, communication, self-awareness, and emotional regulation.

Key Features:

- **Social skills development** through group activities and structured play.
- Emphasis on developing **communication skills** through verbal and non-verbal interactions.
- More focused support on **self-regulation** and **independence**.

4.4 Key Stage 3 (KS3)

Ages 11-14

- **English & Maths:** More advanced work in reading, writing, and mathematics, including grammar, sentence structure, fractions, decimals, and simple algebra. Students work toward functional and academic goals.
- **Science:** Exploration of biology, physics, and chemistry topics with practical experiments.
- **Art & Design:** Introduction to various art forms, including sculpture, drawing, and digital media.
- **History & Geography:** Study of historical events, world geography, and human impact on the environment.
- **PE & Social Education:** Focus on physical fitness, teamwork, and emotional health.
- **ICT/Computing:** More advanced skills, including basic programming, internet safety, and data management.
- **Food Tech/Life Skills:** Practical life skills focused on cooking, budgeting, and personal care.
- **PSHE & Careers:** Developing emotional awareness, social skills, and career exploration.

Key Features:

- Development of **independent learning** skills.
- Greater emphasis on **preparing for further education** and **life skills**.
- Introduction of **vocational experiences** like workplace visits, and travel training.

4.5 Key Stage 4 (KS4)

Ages 14-16

- **English & Maths:** Focus on preparation for GCSEs or functional skills qualifications in English and Mathematics.
- **Science:** GCSEs or vocational qualifications in science (depending on student ability and need).
- **Vocational Pathways:** Students engage in vocational subjects such as **Design Technology, Photography, Food Technology, and Health & Social Care**.

- **Citizenship & Social Education:** Further exploration of British Values, laws, rights, and responsibilities, as well as personal safety.
- **Social Education & Careers:** Emphasis on job readiness, work placements, and further education pathways.

Key Features:

- Students work towards **recognized qualifications** (e.g., GCSEs, BTECs, functional skills) that reflect their individual abilities.
- **Vocational qualifications** prepare students for future careers and independent living.
- Focus on **career planning** and providing **individualized post-16 advice**.

4.6 Post-16 (Key Stage 5)

Ages 16-19

- **Functional Skills:** English and Maths at a functional level, tailored to individual needs.
- **Vocational Pathways:** A variety of qualifications, including **Prince's Trust**, work experience, and life skills development to prepare students for the next step in their education or career.
- **Work Experience & Independent Living:** Supported work placements and activities that promote life skills such as cooking, budgeting, and social skills.
- **Careers & College Preparation:** Personalised transition support to guide students towards further education, apprenticeships, or employment.

Key Features:

- **Transition to adulthood** with a focus on independent living and career development.
- Ongoing **vocational and career preparation**, with the possibility of attending college or engaging in apprenticeships.
- Structured support for **adult responsibilities**, including financial literacy, healthcare, and personal development.

6. Curriculum Delivery

In **Key Stages 1, 2 and 3** students will follow programmes of study which deliver the skills and knowledge identified in the National Curriculum. The curriculum will embrace all areas of academic learning at a level that is related to individual educational needs and provides suitable levels of challenge. Opportunities to develop student's personal, social and health awareness and understanding will be embedded across all curriculum areas and informed by assessment tool.

Studies in **key stage 4** support students to attain relevant qualifications so that they can and do progress to the next stage of their education or pathway. For some, this may be onto courses that lead to higher-level qualifications and into employment. Aurora will provide opportunities for young people to stay within an educational setting post 16 which supports and meets their educational, emotional and mental health needs, where they can continue to sit GCSE and related qualifications and gain independence and life skills where this is appropriate. We will support young people through individual pathways to enable them to successfully navigate to the next stage of their education or employment.

Qualifications offered meet a range of abilities in a variety of subject areas, from photography and Home cooking to more traditional GCSE qualifications. The school has a strong belief in the value of vocational educational programmes and provides access to suitable courses and accreditation. Vocational studies can include opportunities for students to attend college and work placements, with support from staff.

The school is regularly visited by **outside speakers** and we arrange **educational visits** to give students the opportunity to access learning through members of the community and experience learning through a wide range of sources. Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom. Trips and visits extend the range of environments in which students learn and

broaden their experiences of the wider world, enabling students to apply skills and learning to real-life contexts.

Outdoor Education programmes include adventurous activities that enable students to enjoy taking part in physical and social tasks, in a range of environments and locations which are free from the constraints of a classroom. Students have opportunities to develop social skills, self-confidence, tolerance and team working skills whilst developing positive attitudes to health and fitness.

The school provides **Relationship and Sex Education**. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The role of RSE is to both explore and challenge conventional notions of masculinity and femininity, describing sexuality in a positive sense. It provides students with the knowledge, skills and attitudes to feel happy and supported in their own sexual identity, and to respect others' sexual identity. Those involved in the delivery of RSE will be committed to securing a safe environment which encourages open discussion of both the positives and dangers of sexual activity. The biological aspects of human reproduction are delivered through the science curriculum. We recognize that parents have the right to withdraw their children from any or all parts of the school's program of Sex and Relationship Education, other than those elements which are required by the Science National Curriculum. We recognize that many of our young people are highly vulnerable. We teach our students to keep themselves safe and have a focus each year for every age group on consent and appropriate and inappropriate touch, and how to report any concerns. Please see our separate RSE policy for further details

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 enthusiastically promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. 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.

Religious Education is delivered as a discreet subject and also referenced within other subjects as and when it is relevant. The RE curriculum incorporates learning about other religions so students have a broader understanding of the diverse world that they are living in.

7. Curriculum Transition

At **Aurora School Ryefields**, we recognise that effective transitions are vital for students, particularly those with Autism Spectrum Conditions (ASC), who may experience difficulties with change. We ensure that all students are fully supported as they move through the stages of their education, from Key Stage 1 through to Post-16, and onto their next educational or vocational setting.

7.1 Transition Between Key Stages

Transitions between key stages (KS1 to KS2, KS2 to KS3, KS3 to KS4, and KS4 to Post-16) are carefully managed to ensure that students are prepared for the next stage of their learning journey.

- **Preparation and Planning:** Transition planning begins well in advance. Individual transition plans are developed for each student, involving discussions with parents, carers, and relevant professionals to identify needs and ensure smooth transitions.
- **Familiarisation:** Students are introduced to new routines and environments gradually, with familiar staff providing continuity and support. When transitioning to a new key stage, students may visit the next classroom or experience the new routine before the formal move happens.
- **Communication Support:** Specific communication strategies are used to support students, including visual aids, social stories, and structured routines, to help them understand the transition and feel secure.

7.2 Transition from Key Stage 4 to Post-16

As students approach the end of Key Stage 4, we place a strong emphasis on preparing them for adulthood and future opportunities.

- **Individual Pathways:** Every student has an individual pathway plan that includes options for further education, vocational training, apprenticeships, or employment. These pathways are based on the student's aspirations, abilities, and needs.
- **Work Experience & Vocational Opportunities:** Key Stage 4 students participate in work placements and vocational studies, which help them gain real-world experience. These experiences are tailored to the student's strengths and interests, ensuring they are fully supported in gaining confidence and skills for future employment or training.
- **Post-16 Options:** We offer a broad range of post-16 options, including Prince's Trust Qualifications, vocational courses, work experience placements, and the possibility of attending further education colleges. Support is provided to help students make informed choices about their future, including career counselling, college tours, and applications.
- **Preparation for Independent Living:** For students transitioning to adulthood, we provide ongoing support to help them develop life skills necessary for independent living, including personal care, budgeting, and navigating the community.

7.3 Transitions into Further Education, Training, or Employment

For students transitioning into further education, training, or employment, we ensure:

- **Individual Support Plans:** Support continues beyond the school years to help students navigate new environments and routines, including any social or sensory challenges they may encounter.
- **Workplace Readiness:** Students receive guidance on how to manage a work environment, including professional communication, time management, and workplace etiquette.
- **Community Integration:** We facilitate opportunities for students to participate in community-based activities, volunteer work, or social groups, to support their integration into society.
- **Continuous Monitoring:** Staff will continue to monitor students after they leave the school environment to ensure they are adapting to their new settings and providing additional support as needed.

7.4 Support for Families

We involve families in the transition process to ensure they are well-informed and prepared for the changes ahead.

- **Regular Communication:** We provide families with regular updates on transition plans, and they are encouraged to participate in planning meetings.
- **Training and Resources:** Parents are provided with resources and training to help them support their child through transitions, both at school and at home.

7.5 Post-16 Transition Review

The post-16 transition process is reviewed annually to ensure that the needs of students are being met and that they are progressing towards their intended destinations. This includes reviewing the individual transition plans, adjusting them as needed, and ensuring that the necessary support structures remain in place for the duration of the student's transition into adulthood.

8. Support, Advice and Communication

At Aurora School Ryefields, we recognise the importance of strong communication and the need for ongoing support throughout a student's time with us. We aim to provide clear, consistent advice to

students and families, ensuring that everyone involved is informed and supported at each stage of the educational journey.

8.1 Support for Students

We provide individualised support for all students, recognising that each student has unique needs, especially those with Autism Spectrum Conditions (ASC). Support is tailored to ensure that students are able to engage with the curriculum, develop social and emotional skills, and access any additional resources they may need.

Individualised Learning Plans (ILPs): Each student has an ILP based on their specific needs, goals, and abilities. This includes academic goals as well as personal, social, and life skills development.

Personal Support Staff: We ensure that students who need additional support, whether academic, behavioural, or emotional, are paired with a key worker or support staff member who can provide consistent guidance and help.

Therapeutic Support: Where necessary, we provide therapeutic services, such as speech and language therapy, occupational therapy, or psychological support, to ensure the holistic development of the student.

8.2 Support for Parents and Carers

At Aurora School Ryefields, we see families as key partners in a student's education and development. We aim to involve parents and carers in the learning process by providing them with the tools, guidance, and support needed to help their children thrive.

Regular Communication: Teachers and support staff maintain regular communication with parents and carers, offering updates on progress, challenges, and areas for improvement. This can be done via phone calls, emails, and regular meetings.

Parental Workshops and Training: We offer workshops and training sessions on topics such as supporting children with ASC at home, managing challenging behaviours, and building social skills, ensuring that families feel confident in their ability to support their child's development outside of school.

Parent Consultation Meetings: These are held regularly to discuss a student's progress, to address any concerns, and to plan for the student's next steps.

Support Networks: We connect families with support networks, including local parent groups, special educational needs organisations, and community services, to ensure they have access to the resources they need.

8.3 Advice for Future Transitions

As part of our transition planning (discussed in Section 6), we also provide ongoing advice to families about future steps, such as further education, vocational training, employment opportunities, or independent living.

Pathway Guidance: We work closely with students and families to identify the most appropriate pathways after Key Stage 4 and Post-16, including further education, work placements, apprenticeships, or social care services.

Career Advice: Our career advisors provide personalised advice based on the student's strengths, interests, and aspirations. This includes guidance on college applications, apprenticeships, work placements, and support in seeking employment.

Vocational and Work Experience Support: We provide advice and support in securing appropriate vocational qualifications, work placements, or training opportunities for students transitioning into the workforce.

Continued Support After School: Our commitment to supporting students doesn't end when they leave school. We maintain contact with former students and their families, offering advice, support, and monitoring as they transition into adulthood.

8.4 Communication with External Agencies

We believe in a holistic, multi-agency approach to support our students. This means working collaboratively with a variety of external professionals, including social workers, speech therapists, occupational therapists, and medical professionals.

Partnerships with Professionals: We liaise with external agencies to ensure that students receive the support they need, whether that's medical care, speech therapy, or mental health support.

Collaborative Meetings: Where appropriate, we organise meetings involving external professionals, the student, and their family to ensure that everyone is working together to support the student's development.

Referrals: If necessary, we make referrals to external specialists, such as psychologists, mental health services, or other therapeutic professionals, to support the student's wellbeing and educational progress.

8.5 Confidentiality and Safeguarding

We are committed to maintaining the privacy and confidentiality of all students and their families. All personal information is handled in accordance with data protection laws and safeguarding policies.

Safeguarding: The safety and wellbeing of students is paramount. Our safeguarding procedures ensure that any concerns about the welfare of a student are addressed promptly and appropriately.

Confidential Communication: Any communication regarding sensitive matters, including safeguarding or health concerns, is handled with care and in line with our safeguarding policies.

8.6 Feedback and Evaluation

We encourage feedback from students, parents, and staff to continually improve the support we provide.

Feedback Surveys: Periodic surveys are conducted to gather feedback on the effectiveness of communication, the level of support provided, and areas for improvement.

Annual Reviews: Annual reviews are held for each student to assess their progress, set new goals, and make any necessary adjustments to the support plan.

9. Roles and responsibilities

9.1 The Leadership Team will:

- Ensure that the curriculum policy is adhered to.
- Ensure that staff have adequate skills, knowledge and training to deliver the curriculum.

9.2 Staff will:

- Deliver the curriculum in line with this policy, seeking advice and support where required.

10. Monitoring Arrangements

This Policy will be reviewed annually by the Head Teacher.