Curriculum Policy

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Applies to:	Aurora Peartree School
Associated documents:	Safeguarding Policy Teaching and Learning Policy Assessment Policy Marking and Feedback Policy RSE Policy PSHCE Policy SMSC and British Values Policy Curriculum Intent
Implementation date:	November 2026
Next review due by:	November 2027
Approved by:	Headteacher
This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups	

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1. Aims

Aurora Peartree School 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. Learning and teaching is approached with a focus on the individual needs of the learners. Each student has a tailored curriculum based upon their baseline assessment, previous academic outcomes and long-term learning targets. Students will be taught in small groups, individually, and when appropriate within the community -so that skills are generalised to real life settings and students are prepared for life in the wider world. High aspirations are held for all students. Through the curriculum, students' experiences, knowledge, self-confidence, ability to communicate and independence are developed.

Our curriculum is designed to broaden our students' horizons, widen their cultural capital and empower them to be curious about the world around them. Through personalised support and a nurturing approach our students will become compassionate, independent learners who are well prepared for the demands of 21st century life in modern Britain. Aurora Schools UK's values of Caring, Ambitious, Collaborative, Trusted and Innovative underpin curriculum design, implementation and assessment and are reflected across all curriculum pillars, portfolios and personalised pathways.

Our Curriculum Intent

At Aurora Peartree School, our curriculum has been carefully designed to meet the needs of our students whilst preparing them for successful adult lives. We recognise that many students join us having experienced barriers to learning, challenges with communication, social interaction, emotional regulation and previous educational experiences. Our curriculum therefore seeks to rebuild confidence, develop independence, promote wellbeing and ensure that every student accesses meaningful learning that prepares them for their next stage of education, employment and participation in society.

Our curriculum is designed to broaden horizons, widen cultural capital and empower students to become confident communicators, resilient learners and active members of their communities. Through personalised support, high aspirations and meaningful learning experiences, students develop the knowledge, skills and understanding required to thrive in modern Britain and achieve positive destinations.

The curriculum at Aurora Peartree School aims to:

- ensure every student develops the communication, literacy and numeracy skills required to access learning, build relationships and participate successfully in society;
- secure recognised qualifications and accreditation that support progression into further education, training, employment or other positive destinations
- promote emotional wellbeing, social development, resilience and self-confidence so that students can manage challenges and engage positively with the wider world;
- develop independence, self-advocacy and life skills that prepare students for adulthood and enable them to make informed decisions about their futures;
- provide rich experiences that broaden horizons, develop cultural capital and encourage curiosity, creativity and engagement with local, national and global communities;
- ensure all students have access to a broad, balanced and ambitious curriculum that is personalised to their individual strengths, needs and aspirations;
- support students to become responsible citizens who demonstrate respect, tolerance, empathy and understanding of diversity within modern Britain;

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- prepare every student for a meaningful and successful next step by equipping them with the knowledge, skills, confidence and independence needed for adult life.

The full intent can be read in our Curriculum Intent Policy.

At Aurora Peartree School, our curriculum entitlement is delivered through five interconnected curriculum pillars:

- Communication and Literacy
- Thinking and Understanding
- Health and Wellbeing
- Independence and Preparation for Adulthood
- Community, Creativity and the Wider World

These pillars provide a coherent framework through which students develop knowledge, skills, understanding and personal growth. They are delivered through personalised curriculum pathways and curriculum portfolios which ensure that learning is meaningful, ambitious and responsive to individual need.

Communication is regarded as the foundation of learning at Aurora Peartree School and is promoted across all curriculum areas, pathways and experiences

Progression at Aurora Peartree School is not solely determined by age, year group or academic attainment. Students' progress through the Discover, Explore and Innovate pathways according to their individual strengths, needs, interests and stage of development. Progression is evidenced through increasing independence, communication, knowledge, skills and preparation for adulthood outcomes across the Five Pillars. It is also reflected in students' emotional wellbeing, resilience, self-regulation, social development, confidence, relationships and ability to engage successfully with learning and the wider world. Through personalised support, including Thrive-informed practice, students are supported to make meaningful progress from their individual starting points towards their next stage of education, employment and adult life.

6 Curriculum Overview

6.1 Curriculum Structure

The Aurora Peartree Curriculum is organised through curriculum portfolios which support delivery of the Five Pillars and provide clear progression across subjects and pathways. Curriculum delivery is organised through the following curriculum portfolios:

- English and Communication
- Mathematics
- Personal Development and Preparation for Adulthood
- Science, Computing and Design Technology
- Food Technology and Hospitality
- Physical Development and Wellbeing
- Humanities, Languages, Creative Arts and Enrichment

The Five Pillars define curriculum entitlement, the curriculum portfolios organise curriculum delivery and the Discover, Explore and Innovate pathways describe how students' access and demonstrate learning. These portfolios support delivery of the Five Pillars and enable meaningful cross-curricular learning opportunities whilst maintaining clear progression within individual subjects.

6.2 Curriculum Delivery

Learning is delivered through a combination of discrete subject teaching, cross-curricular learning, enrichment opportunities, planned drop-down days, themed projects and rotational teaching blocks.

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These approaches enable students to access a broad, balanced and personalised curriculum that reflects their individual strengths, needs and aspirations.

To further support curriculum breadth, enrichment and meaningful learning experiences, some curriculum areas are delivered through planned drop-down days, focused curriculum events, themed projects and rotational teaching blocks. Subjects including Religious Education, Drama, Modern Foreign Languages, Design Technology, Art, Music, History and Geography may be delivered through a combination of discrete teaching, alternating curriculum units, enrichment activities, educational visits and cross-curricular projects. These experiences make a significant contribution to the Community, Creativity and the Wider World pillar whilst also supporting Communication and Literacy, Thinking and Understanding, Health and Wellbeing, and Independence and Preparation for Adulthood. This approach enables students to access immersive learning experiences, make meaningful connections between curriculum areas and apply their learning in authentic contexts whilst ensuring curriculum entitlement and progression are maintained for all students.

6.3 Curriculum Entitlement

In Key Stages 1, 2 and 3 students will follow programmes of study which deliver the skills and knowledge identified within the National Curriculum. The curriculum embraces all areas of academic learning at a level that is related to individual educational needs and provides appropriate levels of challenge. Opportunities to develop students' personal, social and health awareness and understanding are embedded across all curriculum areas. The curriculum provides experiences in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education, ensuring students receive a broad and balanced curriculum that prepares them for the opportunities, responsibilities and experiences of adult life.

Studies in Key Stage 4 support students to attain relevant qualifications so that they can progress successfully to the next stage of their education. For some students, this may be onto courses that lead to higher-level qualifications and employment. Aurora will provide opportunities for young people to remain within an educational setting post-16 that continues to support their educational, emotional and mental health needs whilst enabling them to gain qualifications, independence and life skills. Individual pathways support students to successfully navigate the next stage of education, training or employment.

6.4 Qualifications, Vocational Learning and Preparation for Adulthood

The school has a strong belief in the value of vocational educational programmes and provides access to suitable courses and accreditation. Vocational studies may include opportunities for students to attend college and participate in work placements with appropriate support from staff.

Preparation for Adulthood is embedded throughout the curriculum and equips students with the knowledge, skills and experiences required to live as independently as possible. Opportunities to develop communication, independence, community participation, employability, travel training, decision-making and life skills are woven throughout curriculum portfolios, pathways and enrichment activities.

6.5 Enrichment and Educational Experiences

The school is regularly visited by outside speakers and arranges educational visits, providing students with opportunities to learn from members of the community and access learning through a wide range of experiences. Integral to our curriculum is a broad range of educational opportunities that extend beyond the classroom. Trips and visits broaden students' experiences of the wider world and support them in applying skills learned in school to real-life contexts.

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Outdoor Education programmes include adventurous activities that enable students to participate in physical and social challenges within a range of environments and locations. Students develop social skills, self-confidence, resilience, tolerance and teamwork whilst promoting positive attitudes towards health and fitness.

6.6 Wellbeing, Relationships and Personal Development
Wellbeing and social-emotional development are integral to the curriculum at Aurora Peartree School. Through Thrive-informed practice, PSHE, tutor time, pastoral support and curriculum experiences, students develop self-awareness, emotional regulation, resilience, social skills, confidence and positive relationships. These skills underpin successful learning, independence and preparation for adulthood.

The school provides Sex and Relationships Education. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The programme enables students to develop the knowledge, skills and attitudes required to understand relationships, personal safety and their own identity whilst respecting the identities of others. The biological aspects of human reproduction are delivered through the Science curriculum. Parents retain the right to withdraw their children from those elements of Sex and Relationships Education that are not part of the statutory Science curriculum.

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) are delivered through discrete curriculum lessons and are further reinforced through tutor time, assemblies, enrichment activities, educational visits and wider school experiences. Tutor time provides opportunities to address personal development, emotional wellbeing, relationships, safeguarding, preparation for adulthood, current affairs and individual pastoral needs in a responsive and age-appropriate manner.

6.7 SMSC, British Values and Citizenship
Spiritual, Moral, Social and Cultural Development (SMSC) and PSHE are central to all aspects of our curriculum. SMSC is promoted across all Five Pillars, curriculum portfolios, enrichment opportunities, educational visits and Discover, Explore and Innovate pathways. Fundamental British Values are embedded throughout the curriculum and wider school life. Students are encouraged to respect the law and to act consistently with their own beliefs whilst considering the consequences of their actions on themselves and others. We actively promote the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Citizenship is delivered through discrete teaching, cross-curricular learning, tutor time, enrichment activities and preparation for adulthood programmes. Students develop an understanding of rights and responsibilities, democracy, the rule of law, individual liberty, mutual respect and tolerance, financial capability, community participation and active citizenship. Citizenship supports students in becoming informed, responsible and engaged members of society and contributes significantly to preparation for adulthood.

Religious Education forms part of the school's wider curriculum offer and is delivered through cross-curricular learning, themed curriculum days, enrichment activities, educational visits and wider curriculum experiences. Students explore a range of faiths, beliefs and worldviews, developing respect, understanding and appreciation of diversity within modern Britain and the wider world. Religious Education makes a significant contribution to SMSC development, British Values, Citizenship and the Community, Creativity and the Wider World pillar.

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6.8 Political Balance

Political issues are introduced through a range of curriculum areas and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject within the school is not permitted. Where political issues are brought to students' attention, reasonable steps are taken to offer a balanced presentation of opposing views.

7. Curriculum Transition

The school prides itself on providing effective and vital support for students as they make transitions through the various stages in their education. We carefully manage the transition of our students throughout the school and in preparing students for further education. Detailed assessment and planning allow the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of everyone's targets. Students and their parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps. Part of the preparation for transitioning into adulthood will include support with travel training and transitioning into buildings and organisations that house a larger number of young people as well as accessing opportunities (including work experience) within the community.

8. Support, Advice and Communication

For further advice or guidance related to this policy please contact the Assistant Headteacher.

9. Monitoring arrangements

This Policy will be reviewed annually by the Headteacher, Deputy Headteacher and Assistant Headteacher.

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