

Hopedale School Curriculum Policy

To be read in conjunction with: Teaching and Learning Policy, SMSC Policy

REGULATIONS AND STANDARDS

EDUCATION

PART 1 and PART 2: Quality of Education and Spiritual, moral, social and cultural development of pupils

Reviewed

01.04.17, 17th April 2018

NB The Citizenship programme at all key stages (which is enhanced by regular school visits from our assigned police officer and school nurse, school visits to the fire station, and career guidance) provides pupils with the following:

- A broad general knowledge of **public institutions and services** in England
- The ability to distinguish right from wrong, and to respect the civil and criminal law of England
- Respect for the Fundamental British Values of democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England
- Respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities act.

All learning and teaching follows the National Curriculum (2014), except for music, which instead focuses on our own therapeutic music programme.

Rationale:

The Curriculum at Bluebell School supports the mission statement: *Together, we make the difference* by giving pupils the opportunity to learn and develop in a supportive and creative environment in which there is a focus on recognising achievement and supporting progression and in which pupils feel safe and are happy. The curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development.

The school is committed to providing a broad and balanced curriculum, based on the National Curriculum (2014). This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life. Some subjects are taught discretely while others are covered via a topic-based curriculum approach.

The timetable and Curriculum are reviewed annually to ensure compliance with current legislation and guidance with best practice within special needs education, also being researched.

We endeavour to provide opportunities for pupils who are identified as having a gift, talent or specific interest to develop their skills and abilities in that area.

The curriculum is planned to provide continuity and progression. It enables pupils to make connections and transfer skills and to think creatively and solve problems. It also develops pupils' capacity to work independently and collaboratively.

Our pupils may have complex needs. In addition to the academic curriculum, individualised timetables provide opportunities for pupils to withdraw from class to participate in specialist sessions e.g. play therapy, psychotherapy, speech and language therapy, occupational therapy, relaxation, therapeutic music and hobby development.

We know that our pupils with autistic spectrum disorder are happiest and achieve most when their routine is clear and when their learning opportunities build on their particular skills and talents. To this end, we tailor the curriculum to help pupils make progress in a way that best suits them.

Aims:

- That pupils make outstanding progress against personal targets
- That pupils acknowledge their achievements and have a sense of pride
- That pupils have opportunities to participate in a range of enrichment activities within and beyond the curriculum via working with professionals within the community
- That pupils develop appropriate communication skills (including use of symbols, signing and objects of reference, where required)
- That pupils develop reading skills through a phonics based reading scheme
- That pupils develop their mathematical skills across the curriculum
- That pupils' use of ICT is encouraged and embedded
- That pupils develop a greater awareness of their local community and make a positive contribution
- That pupils develop skills for independence
- That pupils learn a range of skills for life beyond school

English and Mathematics:

English and Mathematics are taught discretely and consciously reinforced throughout all aspects of the curriculum.

English and Mathematics are taught discretely four mornings per week, with further learning opportunities available throughout all subject areas and topics.

Pupils' reading and writing skills are developed using the 'ReadWriteInc' scheme and their mathematical development is supported by 'Numicon'.

Topic-based Curriculum:

The topic-based curriculum approach provides pupils with the opportunities to achieve a range of learning outcomes. During Key Stages 1 and 2, the following subjects are taught as a topic: Science, Geography, History, Art, Design and Technology, with Religious Education, PSHE and Citizenship being carefully linked to the topic (where appropriate). Physical Education is taught discretely. During Key Stage 3, subjects are taught discretely to pupils, but are held together by an over-arching theme.

Key Stage 4 Curriculum

We see the development of independence skills and skills for working life as vital to our pupils. To that end, there is a community inclusion focus in the timetable which gives pupils the opportunity to be supported in the community to learn skills such as shopping and how to travel on public transport. In addition, skills such as basic cooking are taught and where appropriate, work experience. In addition to English, Maths, Science, PSHE, Citizenship, RE and PE, pupils have a personalised study programme that matches their interests and talents and supports their next steps, on leaving Bluebell school.

SMSC

An annual plan of significant dates in the religious and cultural calendar ensures that there is a focus, through assemblies and PSHE lessons on important cultural and religious festivals and commemorative days.

Teaching at Bluebell School must not, and does not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is embedded throughout the curriculum.

Children of any faith and those of no faith are encouraged to value everyone and their beliefs equally. Shared assembly times focus on celebration and the worth-ship of all of those within the school community and aim:

- To show interest in and concern for members of the school community
- To celebrate special occasions together
- To show concern for the daily happenings in school life, the local community and wider world
- To share appreciation of worthwhile activities undertaken by groups within the school

- To reflect upon dimensions of human life, the wonderful, beautiful, joyful, heroic, humorous, tragic, ugly, sorrowful, solemn...

Parents have the right to withdraw their child from Religious Education.

Sex and Relationships Education

Sex and Relationships Education is taught in PSHE lessons at a level appropriate to the understanding of the pupils.

Parents may request that their child is excused from Sex Education.

Enrichment:

The curriculum is enriched by educational trips and visits, local community links and opportunities within the timetable to engage with new experiences for example: horse riding, outdoor pursuits, gardening and topic related educational visits.

CPD:

All staff are provided with opportunities for professional development and training in line with the School Development plan and the organisational training needs analysis and strategy. Training needs will be linked to the school's performance management process.

Equal Opportunities:

The school supports the rights of all pupils to equal access and opportunities regardless of age, culture, religion, gender, ability, disability or sexuality. The school promotes an ethos of respect for everyone.

KS1, 2& 3

Core Subjects

Maths
English
Science

Foundation Subjects

Computing
Humanities
Music
Art and Design
DT
PE
RE
PSHE/Citizenship
MFL& Diversity
SRE

Teaching Approach

Therapeutic, Thematic, Specialist Personalised Carousel (ABC),
Focused and embedded IEP, basic skills work, and ICT

Assessment

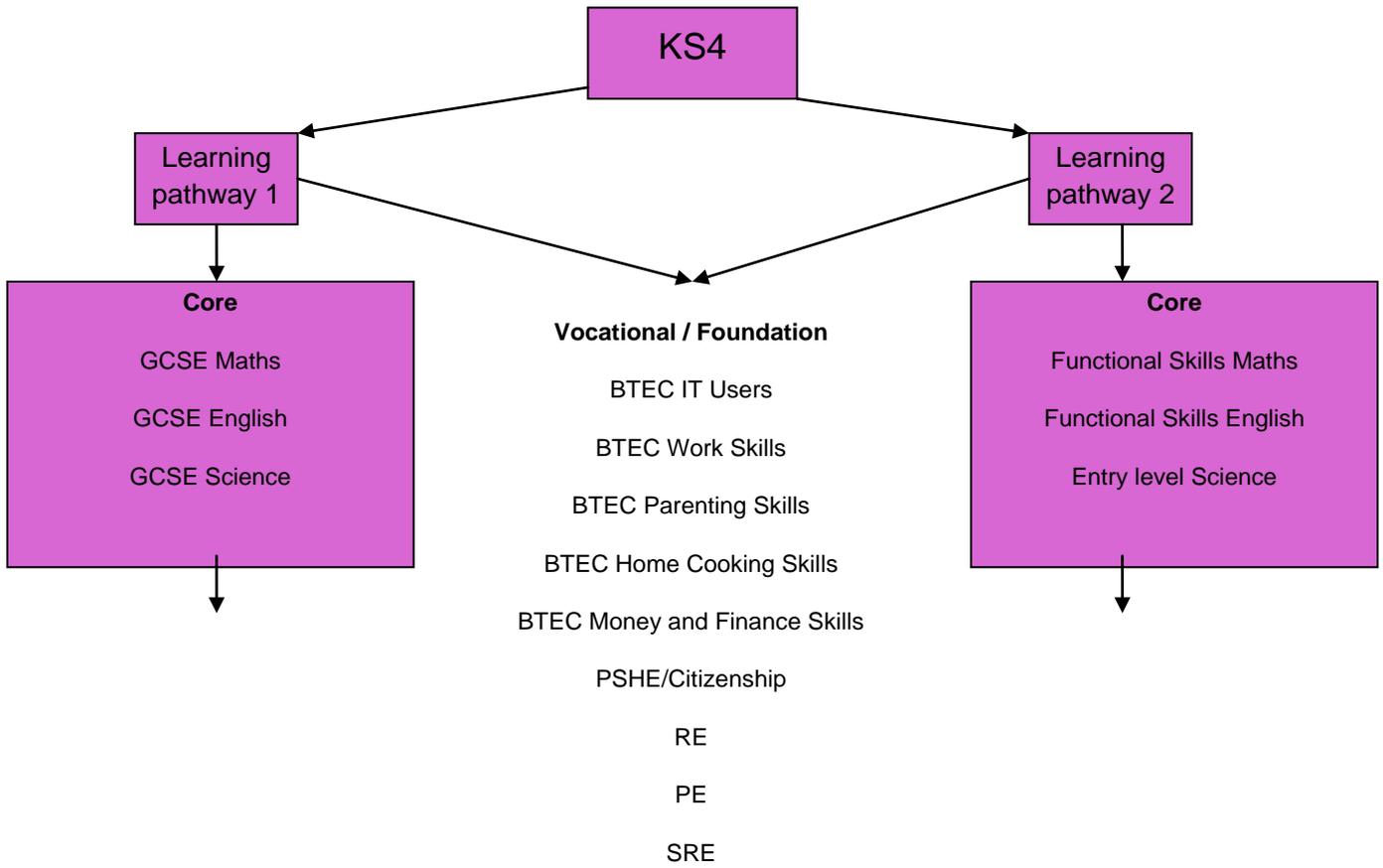
SATs
Teacher Assessment against national curriculum outcomes
IEP Targets
Assessment against EHC plan objectives
GLS (standardised external assessment)

Awards and Accreditation

End of KS2 SATs
School Awards
Sports Awards

Additional Activities

Gardening
Outdoor education
Swimming
1:1 Music tuition
Ceramics
DIY
Alternative Therapy/Relaxation
Weekly therapy session
Anger Management
Social Skills Programme
Maths/English Boosters
Residential activity holiday
Careers development programme (KS3)
Membership of the school council



Options - Choose 2 or 1 if Diploma
 BTEC Art and Design, BTEC Performing arts, BTEC General Cookery and Hospitality, BTEC Sport,
 BTEC Land Based Skills, BTEC Health and Social Care, GCSE Geography, GCSE Geology

Teaching Approach
 Therapeutic, Thematic, Specialist Personalised Carousel (ABC),
 Focused and embedded IEP, basic skills work and ICT

Assessment
 Classroom Monitor
 Coursework
 Awards and Accreditation
 IEP Targets
 EHCP Targets

Awards and Accreditation
 School Awards
 Sports Awards
 GCSE, BTEC, Entry Level, Functional Skills

Additional Activities
 Gardening, Outdoor education, Swimming, 1:1 Music tuition, Alternative Therapy/Relaxation, Weekly therapy session, Anger Management, Social Skills, Maths/English boosters, work experience, careers development programme, membership of school council, residential activity holiday