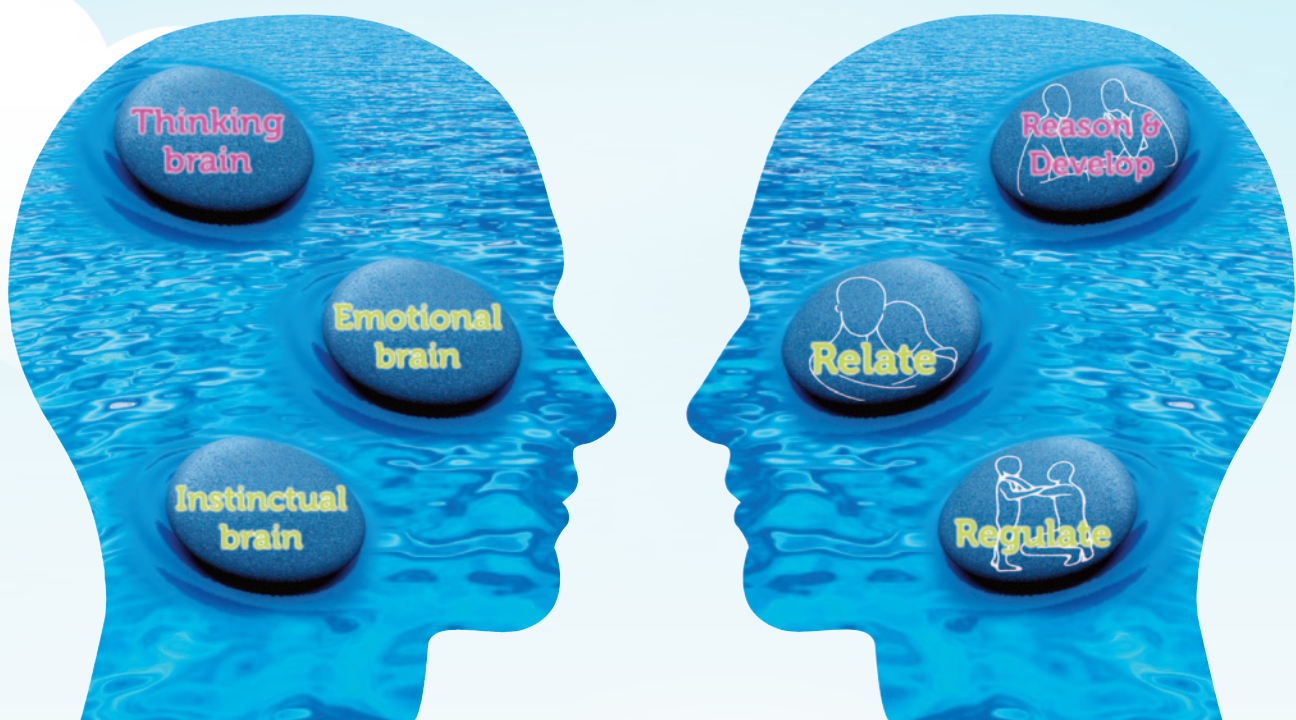




*“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”*

[www.tipbs.com](http://www.tipbs.com)



## The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

## The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze response.

## The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



## Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development. For many of our pupils, their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed. In Key Stage 4 it is also important we provide opportunities, where appropriate, for pupils to experience a range of practical subjects and offer an element of choice. This is offered through our options curriculum and aims to provide pupils with a range of subjects and possible pathways to post 16 progression.

### Options curriculum

Providing pupils with a choice of practical and engaging options

### The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

### Personal Development

Developing pupils' social, emotional and mental health

### Literacy

Ensuring pupils make progress in spoken language, reading and writing

## Intent

Our KS4 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that all pupils leave with at least one qualification, no matter when they join us
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are other pathways at other levels for pupils for whom this is not appropriate



## Implementation

Pupils in KS4 take the following subjects, and are able to work towards the following qualifications:

### Personal Development

Our students' social and emotional development is a key priority for us. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Staff support all pupils to begin to recognise their feelings and emotions and understand the concept of 'flipping your lid' using Siegel's Hand Model of the Brain. Where needed staff use co-regulation to support pupils in crisis, with the aim for pupils to become more able to self-regulate over time. Pupils learn about what happens to their body when they are anxious and the intention is that they are able to recognise these signs and explore strategies to help them regulate big feelings and emotions.

We also offer a range of 1:1 SEMH interventions as part of our intervention menu, so that pupils with significant development needs identified on their Boxall profile can receive personalised support.

<b>Spiritual, Moral, Social and Cultural (SMSC) development</b>	<ul style="list-style-type: none"> <li>We have put SMSC 'at the heart' of our curriculum. It is the over-arching umbrella that encompasses personal development across the whole curriculum. In addition to being delivered in all lessons our nurture breakfast times have an SMSC focus question to be discussed/debated over breakfast.</li> </ul>
<b>IT</b>	<ul style="list-style-type: none"> <li>All children are taught applied IT skills including the use of Microsoft Office programmes via other subjects as appropriate.</li> </ul>
<b>Physical activity</b>	<ul style="list-style-type: none"> <li>All students have access to physical activity every week</li> <li>All students also have regular opportunities throughout the week for physical activity including through structured activities at break and lunch time and use of the Gym and enrichment time</li> <li>Our intervention menu includes Sports intervention and the use of sensory circuits</li> </ul>
<b>Work Experience</b>	<ul style="list-style-type: none"> <li>Where appropriate students will have the opportunity to complete a work placement</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to offsite learning, climbing, equine intervention programmes, sports, yoga, music and bushcraft.</li> </ul>
<b>Careers</b>	<ul style="list-style-type: none"> <li>All KS4 student are supported through the Gatsby benchmarks to ensure a positive destination post 16. In addition students access careers information and guidance via the PSHE programme.</li> </ul>



## Core subject areas

<b>Literacy and English</b>	<ul style="list-style-type: none"><li>• All students access literacy support through lessons and targeted interventions as appropriate from the intervention menu. We have been involved in an oracy project with Voice 21 to develop all children's oracy skills. All KS zones have their own comfortable library area and children's reading and reading comprehension is supported by a time-tabled reading session to complement interventions.</li><li>• Where appropriate pupils will follow an AQA GCSE language syllabus, with the aim of taking exam(s) before they leave in year 11.</li><li>• Students may sit English Literature GCSE exams where appropriate.</li><li>• Students may take functional skills exams where appropriate, at any point in KS4.</li></ul>
<b>Numeracy and Maths</b>	<ul style="list-style-type: none"><li>• Throughout KS4 all students will be formally taught Mathematics daily. Students access the EdExcel Maths GCSE syllabus and/ or the ncf Functional Skills as appropriate. In addition, where ever possible Maths/ Numeracy skills will be taught and developed in other subjects for example through Science, Cooking skills and Health and Nutrition. This enables students to understand the importance of Maths in their everyday lives.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Pupils will work on units from the Gateway Applied Science syllabus. They will aim to work towards the Level 2 Award in year 10, and the Level 2 Certificate or Diploma in year 11. If year 10 students are not yet ready for Level 2 they will work towards Level 1 in year 10, and Level 2 in year 11.</li></ul>
<b>PSHE</b>	<ul style="list-style-type: none"><li>• Students' PSHE curriculum includes a comprehensive careers programme, as well as Relationships, Health and Wellbeing and Living in the Wider World. The PSHE association resources are used to deliver the PSHE strands.</li><li>• Qualifications have been mapped that support this programme for example Gateway progression units and/or NOCN-skills for employment, training and personal development.</li></ul>





## Options subjects

Option Subjects may be offered and are subject to change, based on staff expertise and local context. Examples include:

<p><b>BTEC Home Cooking Skills Level 1/2</b> 500/8084/2 500/8020/9</p>	<ul style="list-style-type: none"> <li>All students will have opportunities to prepare home cooked meals and gain a qualification at Level 1 or 2</li> </ul>
<p><b>NCFE Level 2 Award in Babysitting</b> 600/0420/4 <b>NCFE Level 2 Award in Preparation for the Responsibilities of Parenting</b> 600/0421/6 <b>Level 2 Certificate Introducing caring for children and young people</b> 600/0336/4</p>	<ul style="list-style-type: none"> <li>Students can choose to take caring for children and young people as part of the options curriculum offer</li> <li>Students will achieve an award, two awards or the full certificate</li> </ul>
<p><b>Improving Exercise Health and Nutrition</b> 603/2831/9 <b>NCFE Level 2 Certificate in improving personal exercise health and nutrition</b></p>	<ul style="list-style-type: none"> <li>Student can choose to take this as part of the options curriculum offer</li> <li>Students make use of resources including the sports hall, gym and outdoor multi-use games area</li> </ul>
<p><b>NCFE Level 2 Award in Creative Craft</b> 601/3361/2 <b>Level 2 Certificate in Creative Craft</b> 601/3232/2</p>	<ul style="list-style-type: none"> <li>Students can choose to take Creative Craft, achieving either an award or certificate</li> </ul>

In rare cases it may be in the student's best interest to sit exams / qualifications with their previous school.



## Impact

We will measure the impact of the curriculum in the following ways:

- Student books/work
- Observations of learning
- Student voice
- Attendance
- Analysis of student progress data
- Qualitative data on student progress (e.g. through pupil learning journal)
- Quality assurance of PSHE curriculum
- Observations of learning in PSHE lessons
- Analysis of behaviour data
- Analysis of progress in reading and maths standard scores
- Number of students successfully reintegrated to the next phase of their education
- Number of students who have fully completed the Springwell one-to-one Careers programme
- Number of students with a positive destination to go to from year 11
- Number of students still in that positive destination 6 months later
- Individual schools awarded the Gatsby Careers Quality Mark
- Number of students who leave with one qualification
- Number of students who leave with a qualification in English and Mathematics
- Number of students following a GCSE pathway
- Quality assurance of appropriateness of curriculum offer and qualifications available for students not following a GCSE curriculum
- Quality assurance of additional subjects on offer in each school
- Number of students who leave with five qualifications

Students will develop skills required for their post 16 destination:

- Self control and management of behaviour
- Social skills
- Self awareness and confidence
- Skills for learning
- Approach to learning