



*“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.

### 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 KS3 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
- Develop pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English, Reading and Mathematics
- Support all pupils to make healthy and safe choices
- Deliver a flexible, broad and balanced programme of study that reflects the national curriculum content where appropriate for learners
- Support all pupils to move into, and be successful in, their next phase of education



## Key Stage 3 Curriculum Intent

Enable all pupils to make progress from starting points

Support pupils to make healthy & safe choices

Focus on developing pupils Social, emotional and mental health

Engage all pupils in learning

Allow pupils to explore subjects through a thematic Enquiry approach

Support pupils to be successful in their next phase of education

Strong curriculum focus on English, Reading & Maths

Enable all pupils to experience success



## Implementation

At Springwell we use an enquiry based curriculum; an active learning that starts by posing the big question. The learning journey is explicitly shared with children in order to ensure they connect to the big picture of their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated. Where appropriate, learning is sequenced in subjects to link to the big question and to other subjects. This supports the concept of over learning and reduces demand on the child's working memory, which is often compromised in children who have experienced trauma.

Pupils in KS3 explore the following areas:

|   |   |
|---|---|
| <b>Personal Development</b>   |   |
| <p>Our students' social and emotional development is a key priority for us. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Classroom staff and the SEMH 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.</p> <p>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.</p> |   |
| <b>Spiritual, Moral, Social and Cultural (SMSC) development + FVB</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. Our enquiry approach is based on a 'big question' to be considered over a term with each subject hooked onto it. Feeding into this big question are smaller enquiry questions based on the SMSC strands. We have developed our own SMSC and BV enquiry questions for each topic so as to ensure this learning is explored, embedded and assessed throughout an enquiry.</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 off-site learning, climbing, equine intervention programmes, sports, yoga, music and bushcraft.</li> </ul> |
| <b>Character education</b>  | <ul style="list-style-type: none"> <li>Character education is embedded in our daily nurture approach and can be delivered for example during nurture breakfast, structured activities, regulation time and interventions.</li> </ul>  |
| <b>CIEAG and RSE</b>  | <ul style="list-style-type: none"> <li>We have a comprehensive careers programme that covers the Gatsby Benchmarks within our PSHE programme. We also have a NEETs prevention mentor who works 1:1 with students to provide tailored support. Again relationships and sex education is delivered via PSHE lessons.</li> </ul>   |



## Key Subject Areas

|                                   |   |
|-----------------------------------|---|
| <p><b>English and Reading</b></p> | <ul style="list-style-type: none"> <li>• This curriculum is designed to meet the needs of all students to make progress in reading, writing and oracy. Pupils follow NCFE Functional Skills qualifications, from their own starting points, as assessed on entry. We use texts taken from Oxford's Ignite programme alongside other materials for study in English lessons which link with the Enquiry question. English is delivered as a spiral curriculum over 3 terms with ongoing assessment throughout and the opportunity to sit exams where appropriate. FS courses effectively equip students with the skills required to progress onto their next step. NC content has been mapped to topic areas.</li> <li>• Students also receive timetabled reading sessions during which they will engage with a series of narrative texts that meet the needs of the NC. This may take the form of individual or group reading followed by written responses or paired/group discussions to support the development of oracy. Students' reading will be developed as appropriate for example through interventions and accelerated reader.</li> <li>• Our intervention menu includes additional opportunities to support students with significant gaps in their learning.</li> <li>• Timetabled reading sessions include, 'learning to read', 'reading road/topic reading' and 'reading for pleasure'.</li> </ul> |
| <p><b>Maths and Numeracy</b></p>  | <ul style="list-style-type: none"> <li>• Pupils follow NCFE Entry Level Functional Skills qualifications, from their own starting points, as assessed on entry. This curriculum enables pupils to develop mastery in what we have identified as key skills in Mathematics. This is delivered as a spiral curriculum over 3 terms with ongoing assessment throughout and the opportunity to sit exams where appropriate. Pupils progress through to the next course, equipping them with the skills required to progress into KS4.</li> <li>• NC content has been mapped to topic areas.</li> <li>• Our intervention menu includes opportunities to support students with significant gaps in their learning.</li> </ul>   |
| <p><b>Science</b></p>             | <ul style="list-style-type: none"> <li>• Our Learning Journey includes progression in Scientific skills based on the Bronze Crest Awards. These Awards link to key topics in the Science NC, covering Biology, Chemistry and Physics and are aimed at children aged 11-14. Silver Awards are available for those students working beyond this. We use resources from Oxford's Activate to enhancing teaching, along with the Crest resources. The curriculum is delivered over a 2-year rolling programme mapped to the Enquiry question for each half term.</li> </ul>   |
| <p><b>PSHE</b></p>                | <ul style="list-style-type: none"> <li>• Our PSHE programme, is designed based on the PSHE association's long term planning and resources. It will be flexible and responsive allowing us to meet needs of the class at any given time.</li> </ul>  |



## Ensuring a broad curriculum

|                              |  |
|------------------------------|--|
| <b>Experiential Learning</b> | <ul style="list-style-type: none"><li>• Experiential learning is the idea that experiences are generated through our ongoing interactions and engagement with the world around us and learning is an inevitable product of experience. Examples of this in our curriculum include project work, physical activity and cooking.</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. This is encouraged to support physical and mental health.</li><li>• Our intervention menu includes Sports intervention and the use of sensory circuits.</li></ul>  |
| <b>Topic</b>                 | <ul style="list-style-type: none"><li>• Topic sessions will link to the Enquiry Question for the term. These sessions are designed to give breadth to the curriculum, and to allow students to experience engagement with, and success in, a range of subject areas (including Geography, History, Art, Technology).</li><li>• Enquiry based learning allows our class teachers to be responsive and adaptive to the needs and interest of the children in their class. Through this approach children are encouraged to research, investigate and problem solve to inform their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated.</li><li>• The depth that we offer will be appropriate to each learner.</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>RE</b>                    | <ul style="list-style-type: none"><li>• Teachers explore links within our comprehensive PSHE curriculum and during enrichment time.</li></ul>  |
| <b>Music</b>                 | <ul style="list-style-type: none"><li>• Teachers engage and inspire a love of music via active discussions during nurture breakfast and enrichment sessions. The school is involved in a Sound Lincs project and students are offered opportunities to develop their talents.</li></ul>  |



## 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 (Boxall, attendance and academic progress)
- Observations of learning in lessons
- Analysis of behaviour data / engagement in learning
- Analysis of progress in reading
- Number of students successfully reintegrated to the next phase of their education

Children will develop skills in order for them to engage effectively in educational settings, namely they will:

- give purposeful attention
- participate constructively
- connect up experiences
- show insightful involvement
- engage cognitively with peers
- be emotionally secure
- be biddable, accept constraints
- be accommodating to others
- respond constructively to others
- maintain internalised standards