



Curriculum Policy

Key Information	
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1. Curriculum aims

Our curriculum aims/intends to:

Trust Curriculum Intent

- Ensure inclusivity and equality of provision.
- Provide an inspiring educational experience for every student.
- Teach and develop the character strengths and skills which allow students to be independent, to succeed in life and make a positive contribution to society.
- Provide enrichment opportunities that are inspirational, aspirational and of a national standard.
- Ensure students achieve mastery with a deep, rich knowledge and skill base.
- Provide opportunities for building the cultural capital required for academic and personal fulfilment and success.
- Promote correct use and high standards of literacy, articulacy and numeracy.

School Curriculum Intent

To provide a safe and supportive learning environment where an ambitious curriculum enables our students to become literate, numerate and resilient young people fulfilling their potential into adulthood

- Delivering a curriculum is of comparable breadth and ambition to the national curriculum but is reflective of the needs of the students
- Giving students the essential skills and knowledge for employment and independent living
- Enabling students to manage their friendships, emotional life, and mental wellbeing
- Ensuring the best possible progress in English and Maths
- Ensuring a smooth transition to post 16

- Fostering a love of learning

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). This policy complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for students to cover the requirements of the funding agreement
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some students are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw students from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

The Park School is a special school which caters for students with a variety of complex needs. These include:

- Language and learning difficulties
- Autism Spectrum Condition (ASC)
- Attention Deficit Hyperactivity Disorder (ADHD) ● Social, Emotional and Mental Health needs (SEMH).

The intent of our curriculum is to equip all students with the skills and knowledge they need to be effective learners so they may have as happy, fulfilled and successful futures as possible.

Our Curriculum:

- Meets the needs of students with a wide range of aptitudes and abilities
- Is broad and balanced
- Includes an emphasis on **life skills, basic numeracy and literacy and communication skills** ● Includes methods and approaches that meet the needs of each individual child
- Supports the outcomes described in each child's Education, Health and Care Plan (EHCP).

Our curriculum model aims to:

- Maximise each student's engagement
- Support outstanding progress across all areas of learning
- Provide motivating and relevant learning opportunities and developmental activities
- Adopt a personalised approach that allows staff to plan in response to a student's individual needs and interests and take into account their barriers to learning
- Use a combination of Life Skills and Basic Skills to ensure that students are well prepared for the next phase of their education
- Lay the foundations for students to have a meaningful and independent adult life and are well-placed to make a positive contribution to life beyond school
- Base learning opportunities on real-life experiences in engaging, cross-curricular, innovative, and stimulating and inspiring ways
- Promote students to engage, participate and try hard
- Provide students with the foundations for learning so that they can achieve and progress at their own pace
- Develop essential Life Skills throughout each day and learn Basic Skills

Curriculum planning should:

- Be highly focused on communication and interaction through a language rich environment and wellplanned play, continuous provision and learning activities
- Focus on cross-curricular learning opportunities in order to embed essential early learning skills in an inclusive and holistic way
- Provide opportunities to generalise skills across a range of contexts
- Use educational visits or external visitors to motivate and engage learners.

Assessment should be accurate, precise and used to clearly identify:

- Attainment and progress of life skills, basic skills and subject specific learning
- Students' stages of development and learning
- Appropriate next steps that allow students to access meaningful, appropriate and well-differentiated learning opportunities.

What **Life Skills** do we intend students to develop?

Behaviours for Learning

Staff will encourage and support students to:

- Engage in learning opportunities and maximise progress and achievement
- Follow basic rules and expectations by using a consistent and positive approach to attitudes and behaviour
- Develop self-esteem and confidence across all areas of learning
- Develop each child's resilience and thinking skills
- Achieve and succeed with a 'can do' attitude that reduces barriers to learning. **Communication**

Staff will encourage and support students to:

- Learn effectively and interact appropriately
- Increase their receptive, expressive and pragmatic language skills ● Develop appropriate social communication. **Personal Independence**

Staff will encourage and support students to:

- Develop life skills including self-care and personal organisation within the scope of their needs and

abilities

- Understand personal safety and how to stay safe in a range of environments ● Access formal and informal learning opportunities as independently as possible.

Relationships and Social Skills

Staff should encourage and support students to

- Develop play skills and effective social communication with peers and adults within the scope of their needs and ability
- Understand the basic foundations of positive relationships, including how to form and maintain friendships
- Understand appropriate social behaviour.

What **basic skills** do we intend students to develop?

Basic Skills are the **numeracy and literacy and communication skills needed for adult life**. These skills are the building blocks for, and underpin, successful future learning. They are transferable and need to be practiced in a range of contexts, environments and situations. All our students require many opportunities every day to develop their basic skills in a range of learning opportunities that are appropriate for their needs, abilities and rates of progress.

Basic skills include:

- Literacy ○ Reading ○ Writing
 - Speaking and Listening ●
- Mathematics:
 - Numbers
 - Shape, space and measures
 - Time and Money

Subject Specific Learning

All subject specific learning is based on The National Curriculum. It is largely delivered in topics in each subject that allow balance and breadth across the curriculum. Students access these topics at a level appropriate to their attainment, development, needs and rate of progress.

Key Stage 3

The curriculum covers the following subjects

- English
- Maths
- Science
- History
- Cultural Studies / Geography
- Art and Design also incorporates Design and Technology with some practically based art topics that include DT components
- Music
- Drama
- Physical Education
- PSHE (Personal, Social and Health Education) incorporates citizenship
- Computing
- Digital Media
- Careers
- Social Communication
- Food Tech

Key stage 4

During key stage 4 most students work towards national qualifications - usually Entry levels BTECs and GCSEs.

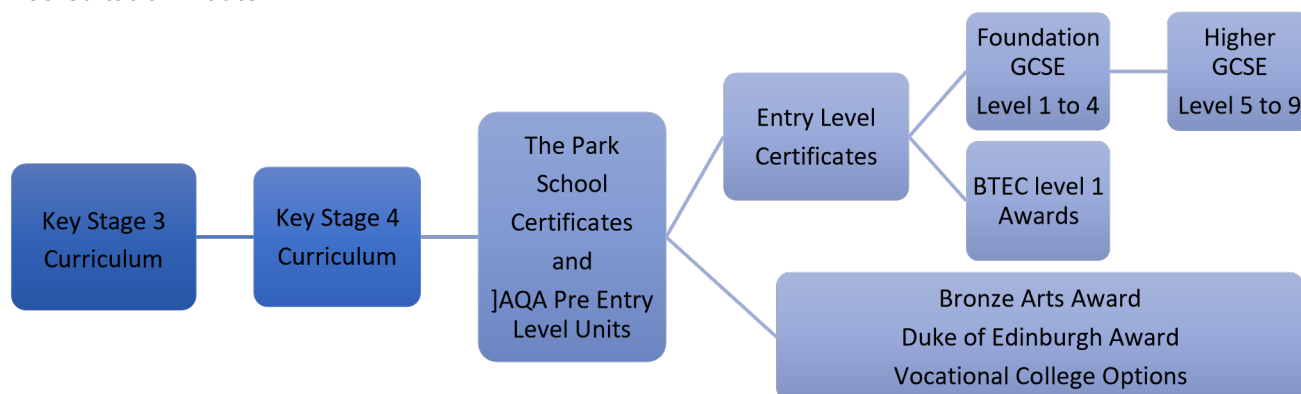
The curriculum covers the following subjects:

- English
- Maths
- Science
- Computing
- Physical Education
- Social Studies (includes RE / PSHE)
- Art
- ASDAN – Personal Development
- Careers – includes careers guidance (included within social studies)
- History
- Careers
- PFA (Preparation for Adulthood)
- Food Tech
- Drama

Each subject has a long-term subject map and then medium and short term planning is organised as schemes of learning. Spiritual, Moral, Social and Cultural development and British values are taught in PSHE and also covered in subjects as cross curricular themes.

	Year 7	Year 8	Year 9	Year 10 & 11
Core	English Maths Science	English Maths Science	English Maths Science	English Entry Level, Functional Skills Level 1 and Level 2 Maths Entry Level, Level 1 and Level 2 Awards in Number and Measure and GCSE Science Entry Level, BTEC Level 1 Award and Level 1 Certificate
Other subjects	RE PE Computing Art and Design Music FDramaood T ech	RE PE Computing Art and Design Music Food Tech Drama Digital Media Cultural Studies History	RE PE Computing Art and Design Music Food Tech Cultural Studies History	RE PE IT – Entry Level and Functional Skills Level 1 Art and Design - BTEC Level 1 Award and GCSE Food Tech – BTEC Level 1 and Level 2 Awards and ASDAN Foodwise Drama –Arts Award
Personal and social Development	Communication Skills PSHE Careers (in PSHE)	Communication Skills PSHE Careers (in PSHE)	Communication Skills PSHCE Careers (discrete lesson)	Communication Skills Social Studies Careers College ASDAN Personal Development Programme
Curriculum Enrichment	Lunchtime clubs, support at break, afterschool choir, additional GCSE sessions, residentials, trips sports activities, GASP engineering project			

Accreditation Route



5. Inclusion

Teachers set high expectations for all students. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every student achieving.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Governor visits
- Governors meetings

Senior leaders, middle leaders and subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies,
- Learning walks, drop ins
- Book scrutinies
- Trust teaching and learning reviews

[Heads of department/subject leaders/curriculum leaders] also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by senior leaders and middle leaders. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives

Appendix 1

Curriculum Overview

Key Stage 3

Year 7				
	Autumn		Spring	Summer
Art	Pop Art – Colour Theory, photographic silkscreen printing, Warhol portrait Clay and plaster cast relief		Clay and concrete mandala tile	Intro to Photoshop Group picture
Communication and Social Skills	Communication Skills for School – memory skills, listening skills and turn-taking		Speaking skills Narrative skills 1	Identifying feelings Friendship skills
Cultural Studies	Map Skills Continents and Oceans	Climate and weather around the World	Learning about the United Kingdom	Europe – France, Italy or Spain
Design Tech	design and make marble mazes		design and make birdfeeders	Design and make Wooden snake
Digital Media	An introduction to all aspects of musical and digital technology and film genre music, Using digital design software			
Drama	Building confidence, developing self-confidence and supporting communication skills through roleplay, play-scripts and links to the topic English			
English	Reading – developing decoding, comprehension and inference skills through a range of texts and genres.			

	Writing – a range of creative and functional writing for different audiences					
	SPaG – targeted spellings, punctuation and grammar skills					
Food Tech	Basic Cooking Skills		Soup and Milk Dishes		Healthy Snacks	
History	What is history? Timelines, Medieval England		Pirates and Early Explorers		Inventors and Modern Explorers	
ICT Information Technology	All about me PowerPoint Recipes, Harvest poster, Designing a Christmas card and calendar		An Introduction to Spreadsheets and E-safety		PowerPoint presentation on London	
Maths	Geometry (Shape/Space)	Statistics	Measures	Money	Time	Ratios and fractions
	Number developments, basic calculations, fractions, decimals and using and applying number					
Music	Ten Pieces 1 Percussion Harvest song	Ten Pieces 1 Percussion Christmas carols	Ten Pieces 1 The Pentatonic scale Chime bars Boomwhackers		Ten Pieces 1 Body Percussion Orchestral families	Ten Pieces1 Peter and the Wolf Carnival of the Animals
PSHCE Personal, Social, Health and Citizenship Education	Transition to secondary school Emotions and Zones of Regulation School Council Personal identity and values Introduction to careers	Making And maintaining friendships Bullying Responsible Use of Social Media	Staying safe Cyber safety On the road Emergency services British Values	Personal hygiene Staying healthy Medicines and household products – staying safe	Sex and Relationship Education (SRE) PANTS rule Body changes Personal Space	Looking after the environment Managing money Moving onto Y8 RSE Day
Religion and World Views	Religious symbols, Harvest Looking after our world The importance of Christmas		Rites of passage Easter Christianity		Judaism	
Science	Classifying Living Things	Solids, liquids, gases Mixtures	Forces Electricity	The Human Body	Eco systems	Plants
PE	Games Activities Team building & problem solving (Head, Heart, Hands themes through PE)		Fitness Body movement (Head, Heart, Hands themes through PE)		Athletics Summer games (Head, Heart, Hands themes through PE)	

Year 8			
	Autumn	Spring	Summer

Art	Collage, photo montage, street art, printing, prop making		Character head Giacometti figurative sculpture		Group painting	
Food Technology	Basic cooking skills		Breakfast foods		Healthy lunches: snacks	
Communication and Social Skills	Compliments keeping thoughts in your head		Narrative skills 2 Conversation Skills		Facts and Opinions Compromise	
Cultural Studies	Japan Volcanoes, Earthquakes		Africa - Egypt, Kenya, South Africa		Pakistan and India	Australia
Design Tech	Research, design and make a Bagatelle board		Research, design and make a mask		Research, design and make a bug box	
Digital Media	Developing skills in all aspects of musical and digital technology and film genre music, Using digital design software					
Drama	Building confidence, developing self-confidence and supporting communication skills through roleplay, play-scripts and links to the topic English					
English	Reading – developing decoding, comprehension and inference skills through a range of texts and genres.					
	Writing – a range of creative and functional writing for different audiences.					
	SPaG – targeted spellings, punctuation and grammar skills.					
Maths	Measure	Money	Time	Money Geometry (Shape/Space)	Ratios and fractions	Statistics
	Number developments, basic calculations, fractions, decimals and using and applying number					
History	History sources and evidence	The Industrial Revolution – 1745 to 1901 Britain as the first industrial nation: the impact on society.		History of the Zulu Kingdom	Britain's transatlantic slave trade: its effects and eventual abolition.	
ICT	Word processing Poster Design		Spreadsheets (revisited) E-Safety (update)		Internet searches PowerPoint	
Music	Ten Pieces 2 Reggae music Harvest song	Ten Pieces 2 Composing music for a volcano Christmas carols	Ten Pieces 2 Soul/Gospel Music	Ten Pieces 2 Songs from Musicals Samba Music	Ten Pieces 2 Dance music	
Religion and World Views	Sikhism		The Bible and the Life of Christ		Islam	

PSHCE Personal, Social, Health and Citizenship Education	Moving into Y8 Zones of Regulation School Council Personal identity and strengths Dealing with stress Careers	Maintaining friendships Bullying Team building Responsible use of social media Careers Human Rights	Staying safe and reducing risks Understanding hazards and risks Being safe in the community Basic first aid British Values	Healthy lifestyles and mental health Drug and alcohol education	Sex/Relationship education - friendships, crushes, sexual feelings, Boundaries and consent Introducing gender and sexual identity	Money management Government and Parliament RSE Day Transition to Yr 9
Science	Rocks Periodic Table	Radioactivity Energy	Life and living processes organisms	Earth and Space Light	Metals Light Combustion	Food and digestion Unicellular organisms
PE	Games Activities Team building & problem solving (Head, Heart, Hands themes through PE)		Fitness Body movement (Head, Heart, Hands themes through PE)		Athletics Summer games (Head, Heart, Hands themes through PE)	

Year 9			
	Autumn	Spring	Summer
Art	Day of the dead (mask design and making)	Design and make treehouses	Stencil making Car wraps
Food Technology	Eatwell guide - carbohydrates Cooking Skills for independent living	Eatwell guide proteins/beans/pulses meals Cooking skills for independent living	Eatwell guide – vegetables and fruit Cooking skills for independent living

Communication and Social Skills	Assertiveness Skills		Developing discussion skills Describing skills		Implied meaning, inference and idiomatic language	
Cultural Studies	North America South America		China Eastern Europe – locating countries, basic facts and culture		Russia The Middle East – locating countries, basic facts and culture	
English	Reading – developing decoding, comprehension and inference skills through a range of texts and genres.					
	Writing – a range of creative and functional writing for different audiences.					
	SPaG – targeted spellings, punctuation and grammar skills.					
Maths	Statistics	Time	Geometry	Ratios/fractions	Measurement	Money
	Number development, basic calculations, fractions, decimals and using and applying number					

History	20th century history – events, people, inventions, Suffragettes, WWI – life in the trenches	WWI 1918 – 1939 WWII	Migration to Britain Social, cultural and technological change in post-war Britain		
ICT Information Technology	Welcome to my World PowerPoint for the Annual Review	Research and design a theme park	Control Software	E- Safety (revisited and updated)	Spreadsheets and formulae
Religion and World Views	Hinduism	Buddhism Art in Religion	Pilgrimage Humanism		
Music	Ten Pieces 3 Harvest Song Music and the media: advertising Christmas carols	Ten Pieces 3 Music and the Media: Film	Ten Pieces 3 Exploring the Keyboard Compositio n	Ten Pieces 3 Exploring the Guitar Composition using Garage Band	Ten Pieces 3 Lyrics and song writing
PSHCE Personal, Social, Health and Citizenship Education	Moving into Y9 Zones of Regulation School Council Personal identity Responsible use of social media Team building	Peer pressure Bullying Relationship change Conflict resolution Human Rights Protected Characteristics	Online presence Learning strengths and goal setting Lifesaving first aid Diet, exercise, lifestyle balance and healthy choices Substance misuse British Values Children's Mental Health Week	Gender and sexual identity Types of families – marriage, civil partnership s	Safe choices in the virtual and physical communities The role of the police RSE Day Transitioning to Y10
Careers	Self-awareness, Developing a personal profile	Jobs in caring, catering, horticulture and retail (using <i>Startprofile.com</i>)	Identifying jobs for future careers		
Science	Edexcel – Entry Level Chemistry	Edexcel – Entry Level Biology	Edexcel – Entry Level Physics		
PE	Games Activities Team building & problem solving (Head, Heart, Hands themes through PE)	Fitness Body movement (Head, Heart, Hands themes through PE)	Athletics Summer games (Head, Heart, Hands themes through PE)		

Key Stage 4

Y10			
	Autumn	Spring	Summer
English	The Park School certification work or Edexcel Entry Level exam work including Speaking and Listening, Reading, Writing and Spelling.		

Maths	Properties of number, 4 operations					
	Time	measures	statistics	geometry	money	Ratios/fractions
	AQA Entry Level, Edexcel Level 1 and Foundation GCSE programmes of study					
Art and Design	AQA GCSE art coursework and personal programme of study - Project 1 & 2 BTEC – creating a 2D image					
Food Technology	Home Cooking Skills BTEC level 1 – Y1 Cooking skills for life leading to ASDAN certification					
Science	BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry		BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry		BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry	
Information Technology	Introduction to ICT systems, creative compositions, letter heads and business cards		Using ICT to produce a text document, using data software, film making using movie maker		Using ICT to find information – animation – ‘Scratch’ communications (smartphones, iPads)	
Communication Skills (not all students)	How we communicate Discussion skills		Using communication skills in the community, ASDAN modules		Communication and interaction skills for life ASDAN modules	
Drama (not all students)	Improvisation and miming skills		Preparing for a performance		Work towards the Trinity Arts Award	
History (not all students)	Health and the people 1750 to present day		Weimar Germany 1918-1933		Research Project	
Religion and World Views	World Religions People of Faith		Christianity in Narnia Life After Death		Religion and Social Justice Philosophy	
Social Studies (Careers and PSICHE)	Transition to KS4 Zones of Regulation Dealing with Mental Health Anxiety and Stress Black History Month Drug and Alcohol Awareness Bullying/friendship/teamwork Impact of advertising Christmas Parliament Responsible use of media		Discrimination – Holocaust Staying safe in public RSE – consent, positive and negative relationships, peer pressure Public Sexual Harassment Role models and the media LGBTQ History Month Cancer awareness relationships,		Young people and crime -knife crime Who keeps us healthy and the NHS Responsible health choices Cancer awareness Pride Month Impact of advertising on financial choices Debt and gambling Animal Testing Being a mentor	
ASDAN	Vocational modules– Bronze/Silver Award in Personal Development					
PE	Games Activities Team building & problem solving (Head, Heart, Hands themes through PE)		Fitness Body movement (Head, Heart, Hands themes through PE)		Athletics Summer games (Head, Heart, Hands themes through PE)	

Y11		
Autumn	Spring	Summer

English	The Park School certification work or Edexcel Entry Level exam work including Speaking and Listening, Reading, Writing and Spelling.					
Maths	Properties of number, 4 operations,					
	Time Money	Measure	Geometry Statistics	Ratios/ fractions	Revision of Modules	Life skills
	AQA Entry Level, Edexcel Level 1 and Foundation GCSE programmes of study					
Art and Design	GCSE coursework BTEC – L1		GCSE exam work BTEC – L1		GCSE exam work BTEC – L1	
Food Technology	Home Cooking Skills BTEC Level 1 – Y2					
	Cooking Skills for independent living – ASDAN Award					
Science	BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry/Physics		BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry/Physics		BTEC – Applied Science Edexcel – Entry Level Biology/Chemistry/Physics	
Information Technology	Creative composition – creating a newspaper using Desk Top Publishing		Prep for work – writing student statements, communicating information using ICT		Designing an app Video calling Functional ICT skills	
Social Studies (Careers, Communication Skills, PSICHE and RE)	Safe and healthy lifestyle Drug and alcohol awareness Blood stem cell and organ donation Zones of regulation Stress management Cyber safety and sexting Relationship challenges and abuse Body shaming Body positivity Parliament Responsible use of Social Media Peer pressure		Personal values Communities, belonging and challenging extremism Human rights LGBTQ+ history month Pornography STIs, contraception pregnancy Different families and parental responsibilities Marriage and forced marriage FGM		Mental health Crime and punishment Personal finance Pride Month Charities and natural disasters Preparation for record of achievement	
Drama	Working on skills and performances toward the Trinity College Arts Award					
Preparation for Adulthood	BTEC L1 Award in Teamwork and Personal Skills in the Community					
ASDAN	Vocational modules leading to Bronze/Silver Award in Personal Development Skills (not all students)					
Brooklands College	The Link Programme – Vocational Taster for students going to college Post-16 (not all students)					
PE	Games Activities Team building & problem solving (Head, Heart, Hands themes through PE)		Fitness Body movement (Head, Heart, Hands themes through PE)		Athletics Summer games (Head, Heart, Hands themes through PE)	