

Contents

1. Curriculum aims
2. Curriculum outcomes
3. Curriculum principles
4. Curriculum structure
5. PSHEE and Citizenship
6. SMSC & British Values
7. Outdoor learning
8. Monitoring, evaluation and review
9. Roles and responsibilities
10. Legislation

PACE Curriculum Intent

Providing young people with a brighter future

To personalise learning experiences enabling each individual to realise their full potential. This is achieved through supporting students to overcome adversity, build resilience and become successful citizens.

Introduction

Pace Education is a Day School for boys and girls aged 11 to 18 years who exhibit a range of complex learning needs, communication difficulties and social, emotional and mental health difficulties. Students are placed from a wide range of Local Authorities and they all have an Education, Health and Care Plan (EHCP). Before joining our school and as a result of their behavioural and emotional difficulties and/or associated learning needs, many have been unable to access an educational curriculum effectively.

Our school is a learning environment at the heart of its wider community. We promote the care of our students, their setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our students, preparing them for adult and working life in the 21st century. The vision for Pace Education's curriculum is to provide a broad and balanced education, based on the realities of modern life, delivered in a therapeutic learning environment.

We believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the students have as a member of the school, both learnt formally within a lesson or informally outside the classroom, throughout the entire 'school day'; it is all the planned activities that we organise in order to promote learning, personal growth and development. Instructor, Teachers and support staff all structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all of our students.

Rationale

The process that we are working through will be ongoing: the need for our curriculum to be flexible, adaptable and robust enough to meet the ever changing demands of the modern world, and best prepare our pupils for a life within it, is the cornerstone of this policy.

While independent school standards do not require National Curriculum coverage, our school is committed to covering the new National Curriculum (incorporating recent statutory changes) and its programmes of study wherever possible. This commitment must, however, be consistent with any EHCP for any young person who may well prioritise particular subjects or key areas of learning.

As we develop the new National Curriculum we face particular challenges:

- **many of our students may have missed significant amounts of their education and may well have missed important curriculum elements.**
- **our students may need to be grouped with reference to their needs, rather than based their chronological age.**

For both these reasons we may need to select elements of the curriculum from more than one year's plan, and to find a 'best fit' for each student and for the group.

1. Curriculum aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on students' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values, **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. The curriculum must help students to:

- reengage with learning through a flexible curriculum approach
- understand and respect the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and meet chronological age expectations and/or personalised targets
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to the age of 19 and beyond
- value their learning outside of the curriculum
- relate to the taught curriculum.

The focus on meeting individual needs is set in a context of each pupil's entitlement to a broad, balanced, relevant and differentiated curriculum and his/her desire to follow a course similar to those of their peers in mainstream school. Thus, whilst providing common curriculum opportunities for all, the school curriculum provides enough flexibility to meet the very differing needs of our pupils. Therefore, pupils benefit from personalised teaching/learning or individual curriculum timetables, which help to engage the learner and to recognize the value and importance of education in their lives.

2. Curriculum outcomes

Our school's curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable students to fulfil their potential
- meet the needs of students of all abilities
- be delivered in a supportive, therapeutic environment
- provide equal access for all students to a full range of learning experiences beyond statutory guidelines
- prepare students to make informed and appropriate choices at points of transition
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence

- ensure continuity and progression within the school and between phases of education, increasing students' choice during their school career
- foster teaching styles which offer and encourage a variety of relevant learning opportunities
- help students to use language and number effectively
- help students develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- help students understand the world in which they live
- meet the social, emotional and mental health needs of our students
- incorporate a specific curriculum for key stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all students
- incorporate a Key Stage 4 curriculum which meets the needs of students, parents/carers and wider society

3. Curriculum principles

Commitment to the National Curriculum While independent school regulations do not require National Curriculum coverage, Pace Education is committed to covering the NC14 (incorporating recent statutory changes) wherever possible and its programmes of study. This commitment must, however be consistent with any EHCP for any young person which may well prioritise particular subjects or key areas of learning.

Student entitlement

As a SEN school providing for the needs of boys and girls with a range of complex social, emotional and communication learning difficulties and associated challenging behaviour, we are committed to the principle that all students, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

Addressing special educational needs (SEN)

As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of other agencies. The Education Health Care Plan will provide further information relating to current attainment as a minimum in core subjects.

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the statement or EHCP indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic and personalised targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, positive handling plans and individual risk assessments (see also **Assessment policy**).

Social and emotional aspects of learning (SEAL)

The curriculum places strong emphasis on the social and emotional aspects of learning (SEAL), which is integrated into every teaching session. The emphasis of SEAL provides learning opportunities that

encourage students to become more aware of how they are feeling; express their emotions more richly and fully, through their words, faces, voices, tone and body language; gain strategies for managing their feelings; and use this understanding to behave more appropriately, make better choices, learn more effectively and build better relationships with others.

Learning environment

At Pace Education the curriculum is enhanced by recognising the importance of providing appropriate learning areas within the school setting for students with a range of needs. Our learning areas provide the opportunity for students to follow the curriculum at a pace and level appropriate to them and to participate in mainstream activities and classes where they are able. Break out areas are provided as well as 'safe zones' which offer the student 'time out' at any given time of the day school day. This allows for calm and quiet learning environment and 'chill out' space which supports difficulties with sensory overload, which in turn will support 'meltdowns' and behavioural challenges.

At Pace Education we are committed to ensuring that every pupil has an equal rights and opportunities to their entitled education and reach their full potential, all whilst having their specific needs met. Focusing primarily on a functional skill based model of education ensures that students reach their full potential as well as providing them with skills for life, to be able to progress positively into their next life stage.

At Pace Education we are committed to meeting the needs of each child as they are expressed in the EHCP (see the **Teaching and Learning policy**).

Access

It is the School's responsibility to find ways of ensuring that all students are engaged in their learning, motivated and enabled to succeed. Many students arrive at the school with negative perceptions of the mainstream curriculum and our school attempts to overcome those negative perceptions through flexible and innovative approaches; we attempt across the curriculum to recognise the strengths and interests of each student based on a variety of baseline assessments and including dialogue with the student. All students are given an equal opportunity to participate.

The school provides great flexibility and a readiness to adapt strategies for teaching, learning and participation. The School has developed a range of courses, programmes of study and teaching methods which are differentiated and tailored to the wide range of needs, abilities, interests and aspirations of our students. It also means that many features of the curriculum are common to all students. No student is denied access to any part of the curriculum on grounds of ability.

Breadth

All students are given a wide range of learning experiences covering the different areas of skills and knowledge required by regulation. A variety of learning activities are offered which include linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education to try to ensure that students of different aptitudes, attributes and skills have opportunities for success.

Wherever possible and appropriate we work towards National Curriculum guidelines, as long as these are consistent with the individuals' particular learning needs.

Relevance

Our definition of relevance is based on our key aim of preparing our students to become successful learners, confident individuals and responsible citizens. All of our curriculum seeks to take account of the need to support transition into adult life. Planning takes into account the need for differentiation and students' varying experiences of family, community and culture.

The school promotes a commitment to learning and personal development. The school aims to provide increasing opportunities to use new technologies when and where appropriate. The school takes advantage of the local area, particularly the rural environment. An awareness of its aesthetic qualities and the importance of preserving and caring for it are central values that we aim to promote.

We look to offer a range of wider community opportunities including close working partnership with local schools and other appropriate resources. Its richness and variety are resources for the curriculum of which we make full use.

Continuity, pace and progression

Close attention is given to ensuring that a student's education builds on previous learning. The greatest steps in learning take place when students are able to recognise the connections between one area of knowledge and another so we actively look for opportunities for cross curricular learning whenever possible.

Staff teams use high levels of communication to help plan progression through the school. The curriculum has been set up to reflect the different Key Stages based broadly on chronological age, but with an element of flexibility in order to address individual levels of attainment.

However, it is our view that teaching must match cognitive ability regardless of learning stage. It is therefore teacher's responsibility to ensure that all work is appropriately differentiated and that all allow appropriate time for consolidation of new skills learned.

Differentiation

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that students who have a range of complex learning needs and display social, emotional and mental health difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at Pace Education have a responsibility, when planning work, to meet the needs of all students. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of focused environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's EHCP needs, current stage and sub-stage (or other chosen method of identifying stage of student learning and understanding) and IEP targets is also crucial and these are recorded and communicated through the individual student profiles.

The learning environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of students' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school.

The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where students can work effectively, comfortably and – most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that students treat classrooms, workshops and any other learning environments with respect.

For learners who, in the past, have developed an antipathy to the standard classroom we constantly seek opportunities to find other learning environments for example outdoor education opportunities and the Forest School programme.

Schemes of work and lesson planning

Each subject leader is required to have long and mid-term planning of work for all of its courses/programmes related, where appropriate, to the National Curriculum and/or examination board requirements. This planning will be followed by all teaching staff and their delivery monitored by subject leaders.

Planning sets out how the content of the course is structured so that students' skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply expects that such planning takes place, in sufficient detail to ensure that students achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum.

Equality of opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equality of Opportunity policy and in line with the Equality Act 2010. They also should actively promote equality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage students by showing respect for their cultural and personal identities. Teaching staff will also be expected to devise appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Information and communication technology

At Pace Education we believe that the development of capability in the safe use of ICT is an essential requirement of the students' education and that they have an entitlement to IT resources and

teaching of the highest possible quality. The development of ICT at the School is guided by the following principles:

- All students have an entitlement to the use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Students develop their skills through specific teaching in ICT lessons and as a result of the use of ICT in subject areas. All students will be taught how to use the internet safely and will be expected to follow the schools' safety guidelines
- ICT resources are planned and deployed within the context of Pace Education as a therapeutic community. We seek to ensure that resources are of the highest quality and are of an appropriate type are provided to meet the needs of all users

4. Curriculum structure

The school operates a 20 period week. There are 4 periods per day – three in the morning and one slightly extended period in the afternoon. Morning sessions last one hour and afternoon sessions, 90 minutes. The final two periods on a Friday are used to support the school's extended curriculum by offering a range of activities both on and off site. Tutor time is included every day and each teaching group will have a consistent tutor that they will see at the beginning and end of each day.

Key Stage 3 curriculum

At the end of each academic year the students in Years 7 and 8 enter the Key Stage 3 curriculum phase. Students at this Key Stage are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. In addition, accreditation at Entry Level is offered in core subjects. National Curriculum areas of study are delivered with discrete teaching of English, Maths, ICT, PSHE, Humanities, and Physical Education.

Key Stage 4 curriculum

The curriculum from Key Stage 4 provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The learning pathways available for the young people at Pace Education comprise of personal development, core subjects and 'options', with a clear vocational focus (a combination of academic and vocational) which are supported by college courses and potential work experience placements. The personalised pathways are designed to meet the desired requests of the student, statutory requirements of each student's EHCP, and views taken from significant stakeholders in young people. The aim of this phase at Pace Education is to personalise the curriculum, to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in their functional skills, particularly in English, Mathematics and ICT. There is also a pathway that allows pupils to follow a more academic pathway and includes the studying of GCSE in core subjects. The 'options' provide opportunities to broaden and increase individual experience towards independence in preparation for the next life stage.

The challenge at Key Stage 4 has been to provide a curriculum model for our KS4 students that offers a breadth of experience and both the flexibility and choice to cope with the diversity of students' interests and ability levels. In addition, due to start dates that may be well into the academic year students sometimes have had very limited time to complete accredited courses

and qualifications. A focus has therefore been on offering a combination of Functional Skills, Entry Level, GCSE's and Vocational qualifications.

The core subjects delivered at Pace Education include:

- English, Maths, PSHE, Science, Humanities

The pupils will (depending on the pathway they are on), will study a combination of Functional Skills and GCSE's in each of these core subjects. In addition, they will also be able to work towards accreditation in Outdoor Education, catering and Arts and Crafts

Functional Skills

Pupils who are not selected for the Extended GCSE pathway will be offered vocational topic based English, Maths and ICT through a Functional Skills approach. This programme supports functional skills development and prepares students for the assessments, leading to full accreditation. The qualification is offered from Entry Level 1 to Level 2. Final Functional Skills assessments are taken through EDEXCEL, offering entry points throughout the year with on screen access at Level 1 and 2.

'Options' programme

The Key Stage 4 Curriculum also offers a comprehensive vocational based 'options' programme covering:

- Catering – BTEC Level 1 and 2 'Awards in Home Cooking' and BTEC Award in 'Jamie Oliver Home Cooking Skills' Level 1
- Health and Social Care – BTEC Award Level 1
- ICT – Functional Skills, Entry Level, Level 1 and Level 2
- Land Based Studied – City and Guilds Level 1 Award
- Sport and Leisure – BTEC Award, Certificate, Diploma and Level 1 'Sports and Active Leisure'

Our options programme, also offers: Cycling, Outdoor Education, Duke of Edinburgh Award (Bronze & Silver), and Advanced English, Maths and Science.

Work experience, vocational and careers guidance

As per the Department for Education (DfE) guidance 'Careers Guidance and Access for Education and Training Providers' Jan 2018, Careers guidance is delivered at KS3 and 4. Pace Education endeavours to provide all students with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach. Emphasis on vocational opportunities at KS3 and KS4, with the planned inclusion of horticulture, cycle maintenance, hospitality and catering. Enterprise is encouraged in all areas of the curriculum.

In Key Stage 3 and 4 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All students aged 14+ are interviewed by External Careers Services to give guidance and encourage participation in college programmes. This process also provides the specific information required to create individual transition plans. Students who are ready for work experience are supported with a suitable placement as guided through appropriate outside agencies.

Post-16 school leavers

Pace Education helps to coordinate a transition plan to ensure that all pupils have positive destinations in training, employment or further education.

Pupils begin the process in Year 11 by visiting suitable colleges and meeting with a dedicated careers advisor. The number of visits is determined by the needs of the individual pupils and subject to change.

Second choices and changes of direction are supported with the objective of reducing the number of leavers who are not in education, employment or training (NEET's). Post-16 pupils sometimes require extra support to succeed in their transition and this is maintained by regular contact between college and parents/carers. Advocacy and mediation are offered to ex-pupils, their colleges, employers and training providers; this is a long-term commitment to Pace Education pupils.

Careers guidance

Pupil choice is a significant feature of the Pace Education careers programme and listening to the pupils informs the direction we take. The process begins in Year 9 with pupils recording and reporting their ambitions to staff. Attention to pupil ambitions is maintained throughout Key Stage 4 to improve their successes.

Vocational courses are offered which encourage pupils to make informed choices or to pursue alternatives. Concurrent with courses is an organised process and dialogue that aims support and guidance where it is needed. We are responsive to overall ambitions and underpin them with an established work experience approach that broadens horizons. It can impress upon pupils how suitable they are to their chosen sector.

Year 11s will have practiced CV writing, interview techniques and the writing of application letters.

5. Personal, Social, Health, Economic Education (PSHEE)

PSHEE is central to the development of the students in our school. Our planned programme is designed to help students deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps students to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PSHEE programme is central to achieving our school's own aims, objectives and mission statement. PSHEE provides learning that makes an essential contribution to:

- reducing or removing barriers to learning by providing an education that promotes positive relationships and supports students in reaching their full potential
- developing key concepts, language skills, strategies and understanding to enable students to make positive lifestyle choices now and in their future
- developing the personal skills and knowledge that underpin independence and include health related matters and sex and relationships education

- developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy.

The values and ethos of the school will not only be made explicit in PSHEE but they will, at times, be shaped by what happens in PSHEE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our students. The PSHEE programme is embedded within other efforts to ensure children and students have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and students to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

Key principles that underpin our PSHEE provision:

- We recognize that our students bring with them prior learning and real life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our students
- Our PSHEE programme is taught within a safe and supportive learning environment where our students can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PSHEE programme is just one part of what the school does to help students develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PSHEE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the schools' commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of students is the responsibility of all staff supported in partnership with families and the wider community.

The primary aim of the curriculum that is offered at Pace Education is to maximise the development of each individual to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British **Values including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. Personal development therefore is identified as the key in all areas of the school. The two areas of education and therapy work together in supporting a student's individual needs. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers the key is to provide for the support and challenge that meet individual interests and aspirations.

In the Key Stage 3 curriculum, it is delivered through both timetabled PSHE, Sex and Relationships Education lessons to reflect statutory requirements of the NC14 with a clear focus on the development of Life Skills. Additionally, in Key Stage 4, Employability and independence is delivered. The school strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

Promoting British Values and Citizenship

Citizenship will figure prominently in both Key Stages 3 and 4. In Key Stage 3 it will be planned and delivered alongside PSHEE in PSHE Lessons. In KS4 it will be based on specifications for external accreditation including the ASDAN Citizenship award. In all Key Stages, further study will enable young people to meet the requirements of independent school regulations and will 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. Staff will challenge opinions or behaviours that are contrary to fundamental British Values. Through the delivery of Citizenship (see also SMSC section below) staff should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
- encourage students to respect for democracy and support for participation in democratic process, including the respect for the basis on which the law is made and applied in England.

The Education (Independent School Standards) Regulations 2014, as in force from January 2015, Students will develop:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout all Key Stages and address these aims, we recognise that successful

personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- constructive relationships with staff
- appropriate daily routines in the school
- assemblies and tutorials
- visitors to the school and educational visits
- cross-curricular learning in other subjects of the curriculum
- the provision of RE and careers education (see separate policies)
- constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

6. Spiritual, Moral, Social and Cultural Development & British Values

As a school for students with complex learning needs and associated social, emotional and mental health needs we believe that provision for the social, moral, spiritual and cultural development of our students is integral to curriculum planning. 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. All curriculum areas can make a contribution to the student's spiritual, moral, social and cultural development. Opportunities for this are detailed in the school SMSC policy.

The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised and students will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for students and their families. Young people should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves as well as others.

Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom expectations should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Our curriculum will:

- promote mutual respect and tolerance
- promote individual liberty
- promote the rule of law
- ensure that everyone connected with the school is aware of British values and principles
- ensure that everyone connected with the school is aware of our own values and principles
- ensure a consistent approach to the delivery of SMSC issues
- ensure that a student's education is set within a context that is meaningful and appropriate to their age, aptitude and background
- ensure that students know what is expected of them and why
- give each student a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience
- enable students to develop an understanding of their individual and group identity

- enable students to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society
- give each student the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

Spiritual development is promoted in a variety of ways. As a school we will provide learning opportunities that will enable students to:

- develop and sustain their self-esteem in their learning experience
- develop their capacity for critical and independent thought
- foster their emotional life and express their feelings
- experience moments of stillness and reflection
- discuss their beliefs, feelings, values and responses to personal experiences
- form and maintain worthwhile and satisfying relationships
- reflect on, consider and celebrate the wonders and mysteries of life including the consideration of the meaning and purpose of human existence and the seeking of answers to questions about the universe.

Students are encouraged to discuss and reflect on:

- questions of meaning and truth, such as the origins of the universe
- good and evil
- life after death
- beliefs about God and humanity
- values such as justice, honesty and truth.

Students consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain. Positive dialogue is encouraged for students to share their own ideas and views on religious and spiritual issues.

Moral development

As a school we will provide learning opportunities that will enable students to:

- recognise the unique value of each individual
- listen and respond appropriately to the views of others
- gain the confidence to cope with setbacks and learn from mistakes
- take initiative and act responsibly with consideration for others
- distinguish between right and wrong and develop understanding about behaviour and the reasons for different types of behaviour
- show respect for the environment
- make informed and independent judgements and develop the skills and confidence to make decisions.

Moral development is promoted through the close support work from class tutors (including praise, credits and rewards and target setting); in certain subject areas such as PSHE and English; through consistent application of the school's code of conduct and classroom expectations and by positive

reinforcement of good behaviour. The ethos and practices of the school encourage students to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Students are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to student moral development is based on all students being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

Social development

As a school we will promote opportunities that will enable students to:

- develop an understanding of their individual and group identity
- learn about service in the school and wider community and social education as an integral part of the philosophy and ethos of the school
- understand how to manage conflict effectively
- tell the truth and understand the importance of trust
- understand how to make and sustain friendships
- understand civil rights and duties.

Across the whole curriculum, we aim to develop students' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society.

Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school.

The Social and Emotional Aspects of Learning (SEAL) provide a range of opportunities for planned and structured peer group work and social development. Further opportunities for social development are provided through Forest Schools, team building activities, Life Skills and Community Enterprise programmes and participation in regular sports fixtures. Students are also regularly reminded of the need to develop positive peers and adult relationships.

Cultural development

As a school we will promote opportunities that will enable students to:

- actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society
- develop an understanding of their social and cultural environment and value their own cultural identity
- develop an understanding of Britain's local, national, European, Commonwealth and global dimensions
- know about societies and cultures other than their own
- be aware of the principal ways in which different people interpret the world.

Cultural development is encouraged both within lessons and through a series of extracurricular activities such as sport, music and art.

Different European cultures and lifestyles will be explored through the planned MFL and enrichment days across the curriculum. These days will allow for a collapsing of the timetable and a series of planned activities will be delivered ensuring that students have the opportunities to explore the different cultures from around the world. Students also take part in a wide range of Education visits and trips (see 'Out of school/offsite experiences'). Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities, including planned in-depth geography based studies of other countries and their cultures, study of poetry and fictional literature from different cultures and the PSHE programme.

Out of school/off-site experiences

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips, Duke of Edinburgh Award trips and excursions and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported through the main curriculum subjects and also the more vocational options available.

7. Outdoor learning

It is our belief at Pace Education that when learning outside the classroom, our students attain higher levels of knowledge and skills, improve their physical health and increase their motor-abilities, socialise and interact in new and different ways with their peers and adults. They also show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All students have the right to experience the unique and special nature of being outdoors. At Pace Education we feel it is important to enable children to use the outside environment as a context for learning and to this end we have developed opportunities for learning outdoors, to include the Duke of Edinburgh programme and options programme including Outdoor Education, Outdoor Learning and Cycling.

8. Monitoring, evaluation and review

As part of the school governance process, Edison Young People will receive a termly report from the Headteacher on:

- the standards reached and progress made in each subject compared with appropriate benchmarks
- the standards achieved and progress made at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with appropriate benchmarks
- the number of students for whom the curriculum has been significantly modified and the subsequent arrangements which were made.

9. Roles and responsibilities

Staff at Pace Education are expected actively to promote and seek to secure the curriculum aims named above and, in particular to:

- ensure that the school's policy on Curriculum delivery including SMSC is implemented and particularly the awareness of the school's responsibility to actively promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- promote further tolerance and harmony between different cultural traditions by enabling students to acquire the appreciation of and respect for their own and other cultures
- ensure that all staff have clear regard for the Acorn-wide statement about partisan political views, noted as
– *“The promotion of partisan political views in the teaching of any subject in the school is strictly prohibited. All staff have a responsibility to take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students they are offered a balanced presentation of opposing views. Edison Young People, in partnership with the school's leaders, will monitor school policies and schemes of work across the curriculum. Rigorous monitoring of lessons will ensure balance in the presentation of all subject matter.”*
- have high expectations of students
- employ a variety of appropriate teaching and learning methods
- ensure that, wherever possible, students are provided with a range of opportunities to access to the curriculum and given every opportunity to succeed
- deliver programmes of study which build upon students' previous experiences, providing progression and continuity, and which conform to the requirements of the new National Curriculum
- provide work which meets students' needs and aspirations, which offers depth and challenge, and which motivates and inspires them
- involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging students to evaluate their own achievements
- develop students' skills to become independent learners
- encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment
- work in partnership with other staff, parents/carers and the wider community to achieve shared goals
- keep parents/carers regularly and fully informed about the progress and achievements of the students.

Edison Young People will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it contributes to decision making about the curriculum.

The Headteacher will ensure that:

- they have an oversight of curriculum structure and delivery within the school
- detailed and up-to-date schemes of learning are in place for the delivery of courses

- schemes of learning are monitored and reviewed on a regular basis
- levels of attainment and rates of progression are discussed with teachers on a regular basis and that actions are taken where necessary to improve these.

Subject leaders will ensure that:

- long term planning is in place for all courses.
- schemes of learning encourage progression at least in line with national standards
- there is consistency in terms of curriculum delivery.
- schemes of learning are in place and used by all staff delivering a particular course
- appropriate awarding bodies and courses are selected so that they best meet the learning needs of our pupils
- where necessary an appropriate combination of qualifications or alternative qualifications is offered which best suit the needs of learners
- assessment is appropriate to the course and the pupils following particular courses. There should be consistency of approach towards assessment
- pupil performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion
- they share best practice with other colleagues in terms of curriculum design and delivery
- they oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy
- keep up to date with developments in their subjects
- have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort of pupils
- share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities
- actively support pupils in their progress through the new curriculum.

Pupils will:

- be treated as partners in their learning, contributing to the design of the curriculum
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly
- receive co-ordinated support to enable them to make the appropriate curriculum choices

Parents and carers will:

- be consulted about their children’s learning and in planning their future education
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives
- be informed about the curriculum on offer and understand the rationale behind it.

10. Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014 and Equality Act 2010 with regards to:

Curriculum:

(a) full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education

(b) that students acquire speaking, listening, literacy and numeracy skills to the standard expected of students nationally

(c) where the principle language of instruction is a language other than English, lessons in written and spoken English so that students achieve the fluency of students nationally in speaking, reading and writing English

(d) where a student has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements

(e) personal, social, health and economic education which –

- reflects the school’s aim and ethos

- encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010

(f) for students receiving secondary education, access to accurate, up-to-date careers guidance that:

- is presented in an impartial manner

- enables them to make informed choices about a broad range of career options

- helps to encourage them to fulfil their potential

(g) where the school has students below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills

(h) where the school has students above compulsory school age, a programme of activities which is appropriate to their needs

(i) that all students learn and make progress at the rate expected of students nationally;

(j) effective preparation of students for the opportunities, responsibilities and experiences of life in British society.

Teaching:

- (a) enables students to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- (b) fosters in students self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- (c) involves well planned lessons and effective teaching methods, activities and management of class time
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the students, and ensures that these are taken into account in the planning of lessons
- (e) demonstrates good knowledge and understanding of the subject matter being taught
- (f) utilises effectively classroom resources of a good quality, quantity and range
- (g) demonstrates that a framework is in place to assess students' work regularly and thoroughly and that students make good progress because teaching is planned using information from those assessments
- (h) utilises effective strategies for managing behaviour and encouraging students to act responsibly;
- (i) 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;
- (j) does not discriminate against students contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our students. We will 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 and will ensure that principles are promoted which:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- lead to further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of students are offered a balanced presentation of opposing views:

- while they are in attendance at the school
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Edison Young People will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.