

## Cambian New Elizabethan School Curriculum Policy

**Legal Status:**

Regulatory Requirements, Part 1, paragraph 2 and parts of paragraph 3 and 4, Quality of Education Provided (curriculum) (teaching), and aspects of Part 2, Spiritual, Moral, Social and Cultural Development, of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

<b>Policy Written By:</b>	Martin Roadknight
<b>Ratified by Regional Lead:</b>	Andrew Sutherland
<b>Date Implemented:</b>	September 2022
<b>Next Review Date:</b>	September 2023

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Related Documents:**

- SEND Policy
- Behaviour Policy
- Subject Policies including, where relevant, Schemes of Work
- SRE Policy

**Availability:**

This policy is made available to parents/guardian/carers, staff and students from the school office and website

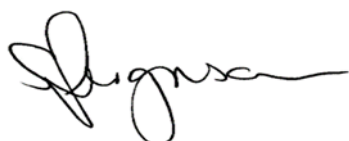
**Monitoring and Review:**

This policy will be reviewed annually or before if necessary by the senior leadership team as required.

The Regional Lead for Education, in their capacity for school governance, acting on behalf of the Proprietor, undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Date: September 2022

Date: September 2022



Sara Ferguson

**Head Teacher**



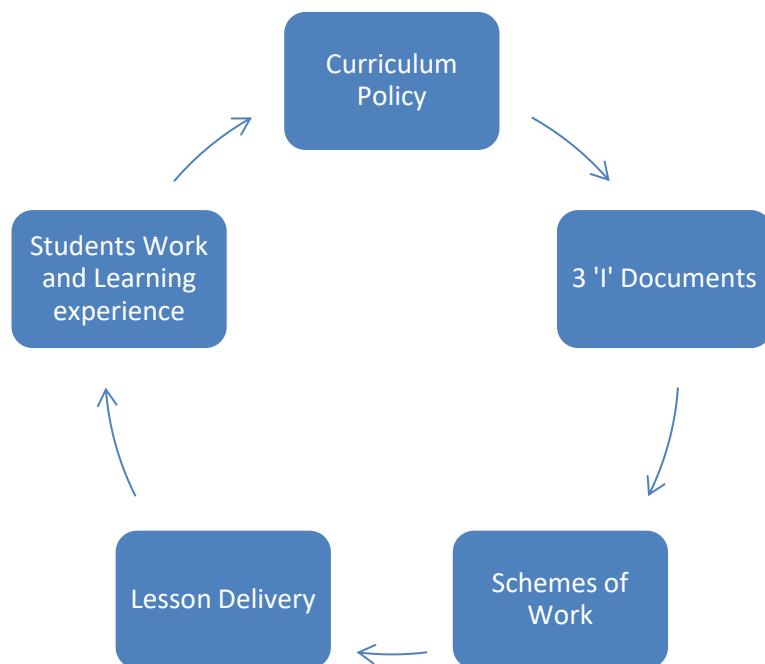
Andrew Sutherland

**Managing Director, Education Services, CareTech  
Group**

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**New Elizabethan School's Curriculum Overview**

How does our curriculum all link together?



Curriculum Policy

The policy which outlines the whole school approach to the curriculum design. It maps the curriculum rationale, overall intent, implementation & impact. It also shows how personal development is delivered across the curriculum.

3 I Documents

The rationale, intent, implementation and impact of each subject area is contained within these documents. It also includes how personal development can be delivered within their subject area.

Schemes of Work

Schemes of work link directly with the curriculum map, providing detailed plans that outline the learning intentions of specific units to ensure they are carefully considered to build on prior learning. Opportunities to read and nurture student character and personal development are embedded into our curriculum.

Lesson Delivery

Lesson delivery link with the schemes of work and is further differentiated to meet the needs of students with autism and complex needs, with a wide range of ability. Lessons focus on students' learning, alongside embedding their EHCP, with the ability to review targets every lesson.

Student's Work and Learning Experience

The student's work and the ability to recall learning is the outcome of a well-planned and carefully designed curriculum. Student's learning is enhanced through teacher assessment, knowledge checks, teacher feedback and purple pen capturing student voice as well as opportunities to foster personal development.

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## New Elizabethan School's Curriculum Rationale

New Elizabethan School delivers a broad, balanced and ambitious curriculum that supports students with communication difficulties and complex needs to flourish in an education setting. As a school community, across education, care, parents and families, we work together to provide holistic support that allows students to successfully navigate through their own unique educational journey.

The curriculum at New Elizabethan School has a clear rationale that is shaped by a core belief that all students have the right to experience an education in a safe, nurturing and positive environment. The culture of learning is built around students' special educational needs, their social and emotional progress and considers their Education, Health and Care plans alongside their academic progress, seeing the two aspects as important as each other. We believe passionately that with the right support, high expectations and a nurturing environment that builds confidence and resilience, our students will achieve positive outcomes.

Our curriculum is designed in line with the National Curriculum (2014) and we use this as a framework to deliver interesting and exciting lessons. The National Curriculum is adapted, differentiated and extended to meet the individual needs of our students and aims to foster an appreciation for differences and individual strengths. By carefully planning high quality lessons, we aim to impart the knowledge students need to become educated citizens and make progress from their individual starting points. Teachers are encouraged to plan stimulating lessons that encourage a passion for learning for all our students.

The curriculum is further designed to embed learning through delivering learning in a logical sequence allowing students to make connections and build on prior knowledge, embedding learning in their long-term memories. Curriculum content is revisited and teachers continuously check understanding and clarify misconceptions.

New Elizabethan School is fully inclusive, allowing students to access a range of subjects, enriched by learning activities that nurture personal development and student's character. Students have opportunities to develop their own individual interests through experiences that stretch beyond the classroom and the active promotion of spiritual, moral, social and cultural development.

Our aim is to provide students at New Elizabethan school with the experiences and skills in which they can become lifelong learners, well prepared for their next stage of education or employment and are able to play an active and fulfilling role in society.

## Our Key Stage 2 Curriculum Intentions & Implementations

The Key Stage 2 curriculum intentions are:

- To deliver an ambitious, broad and balanced curriculum, including English & Reading (*Linguistic*), Mathematics (*Mathematical*), Science (*Scientific*), ICT, Design & Technology, Food Technology (*Technological*) Art, Drama, Music (*Aesthetic & Creative*), PE and outdoor learning (*Physical*), PSHCE, History and Geography (*Human & Social*) so that they learn more and remember more from previous settings.
- To build on skills acquired in previous settings to enable students to develop as confident learners and be able to work independently.
- For all students to acquire speaking and listening skills through a range of experiences.
- For all students to show an increasingly accurate understanding of key subject vocabulary, so that concepts can be embedded into their long-term memory.
- For all students to read widely and often, with a range of reading texts including fiction and non-fiction and for all students to see the value and importance of reading.

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- To participate in a careers programme that will develop an understanding of future opportunities.
- For all students to have opportunities to experience enrichment activities that stretch and challenge students of all abilities.
- For all students to develop as confident learners and be able to work independently and with confidence so they are prepared for Key stage 3.
- For all students to build resilience when learning, the confidence to try new activities and to feel safe to experience failure during the learning process.

The Key Stage 2 curriculum intentions will be implemented by:

- Leaders ensuring a logical sequence of learning is in place to support students in acquiring sound knowledge, skills and understanding before moving on to new material.
- Medium term planning is designed to be ambitious, build on prior learning, establish links that embed knowledge in students' long-term memory and outline end goals for any current unit of work.
- Teachers using assessment effectively to ensure learning and teaching is differentiated to meet the needs of individual students; to provide a variety of feedback methods to students in lessons and considers their abilities and EHCP provision and outcomes.
- Providing opportunities for DEAR time, guided reading and independent reading and celebrating reading as the foundation for learning.
- Providing a library area where students may select a wide range of different texts, including fiction and non-fiction and see the value and importance of reading.
- Delivering a Mathematics curriculum that focuses on the teaching of number, problem solving and statistics and increasingly beginning to show mathematical reasoning skills and applying these in real life situations.
- Ensuring key subject vocabulary is a focus in every lesson, including vocabulary students have been taught in previous learning.
- Supplementing the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using the Gatsby Benchmarks as a framework for delivering an excellent careers programme that readily prepares students for adulthood and future employment.
- Providing opportunities for curriculum enrichment through a personal development curriculum that promotes resilience, confidence and respect.

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## Our Key Stage 3 Curriculum Intentions & Implementations

The Key stage 3 curriculum intentions are:

- To deliver an ambitious, broad and balanced curriculum, including English & Reading (*Linguistic*), Mathematics (*Mathematical*), Science (*Scientific*), ICT, Design & Technology, Food Technology (*Technological*) Art, Drama, Music (*Aesthetic & Creative*), PE (*Physical*), PSHCE, History and Geography (*Human & Social*) so that they learn more and remember more from key stag 2 or previous settings.
- To build on the skills acquired in Key Stage 2 and previous settings to enable students to develop as confident learners and be able to work independently.
- For all students to acquire speaking and listening skills through a range of experiences.
- For all students to show an accurate understanding of key subject vocabulary, so that concepts can be embedded into their long-term memory.
- For all students to read widely and often, with a range of reading texts including fiction and non-fiction and for all students to see the value and importance of reading and enjoy spending time in the library.
- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have skills and knowledge to make choices about their future adult life.
- For all students to have opportunities to experience enrichment activities that stretch and challenge students of all abilities.
- For all students to develop as confident learners and be able to work with increasing confidence and independence so they are fully prepared for Key Stage 4.
- For all students to continue to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.

The Key Stage 3 curriculum intentions will be implemented by:

- Leaders ensuring a logical sequence of learning to ensure students acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term planning being ambitious, building on prior learning, establishing links that embed knowledge in students' long-term memory and outlining success criteria for any current unit of work.
- Teachers using assessment effectively to ensure learning and teaching is differentiated to meet the needs of individual students; to provide feedback to students in lessons and considers their abilities and EHCP provision and outcomes.
- Delivering an English curriculum that focuses increasingly on a range of texts, whilst building on the basic skills learnt previously including the teaching of reading, writing, spelling, punctuation and grammar.
- Providing opportunities for DEAR time, guided reading and independent reading and celebrating reading as the foundation for learning.
- Providing a library area where students enjoy spending time reading a wide range of different texts, including fiction and non-fiction and see the value and importance of reading.
- Delivering a Mathematics curriculum that focuses on the teaching of number, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics and increasingly being able to show mathematical reasoning skills and applying these in real life situations.

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- Ensuring key subject vocabulary is a focus in every lesson, including vocabulary students have been taught in previous learning.
- Supplementing the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.
- Using the Gatsby Benchmarks as a framework for delivering an excellent careers programme that readily prepares students for adulthood and future employment.
- Providing opportunities for curriculum enrichment through a personal development curriculum that promotes resilience, confidence and respect.

### Our Key Stage 4 Curriculum Intentions & Implementations

The Key Stage 4 curriculum intentions are:

- Build upon skills learnt in Key Stage 3 to improve skills, knowledge and understanding in all areas across the curriculum.
- Provide students with the opportunity to access a broad range of subject qualifications at appropriate levels including GCSE, functional skills, unit awards and entry levels so that they can access the next phase of their education.
- Students will access curriculum that is, where possible, tailored to their interests and future employment, whilst maintaining a broad and balanced curriculum aimed at developing the whole child.
- For all students to show an accurate understanding of key subject vocabulary, so that concepts can be embedded into their long-term memory.
- For all students to read widely and often, with a range of reading texts including fiction and non-fiction so all students continue to see the value and importance of reading.
- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have a skills and knowledge to make choices about their future adult life.
- For all students to continue to develop as confident learners and be able to work independently and with confidence so they are fully prepared for their next stage of education.
- For all students to have opportunities to experience enrichment activities that stretch and challenge students of all abilities.
- For all students to build resilience when learning, confidence to try new activities and to feel safe to experience failure during the learning process.

The Key Stage 4 curriculum intentions will be implemented by:

- Leaders ensuring a logical sequence of learning and building on learning formed in Key Stage 3 and previous settings, to ensure students acquire sound knowledge, skills and understanding before moving on to new material.
- Medium term plans are designed to be ambitious, build on learning from Key Stage 3 and previous settings, establish links that embed knowledge in students' long-term memory and outline end goals for any current unit of work.
- Delivering an English curriculum that focuses on the development of reading, writing, basic skills including spelling, punctuation and grammar across a range of academic courses, including GCSE, Functional Skills and Entry Level, and applying these skills in activities which prepare students for life beyond school.

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- Delivering a Mathematics curriculum focusing on the development of the mathematical skills of number, addition, subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics with opportunities to apply these skills in real life contexts and across a range of academic courses, including GCSE, Functional Skills and Entry Level.
- Teachers will continue to use assessment effectively to plan sequences of learning linked to accreditation, which are differentiated to meet the needs of individual students; to provide feedback to students in lessons and to move their learning forward to the next stage.
- Provide students with a choice between different subjects so that students can have a degree of autonomy over their learning and tailored to future education and/or employment opportunities.
- Supporting the curriculum with opportunities to experience a range of educational trips that enhance learning and bring awe and wonder to the curriculum.
- Providing a library where students can select from a wide range of different texts, including fiction and non-fiction and see the value and importance of reading.
- Understanding key subject vocabulary is a focus in every lesson, including vocabulary students have been taught in previous learning. This will have a GCSE specific focus or equivalent.
- Using the Gatsby Benchmarks as a framework for delivering an excellent careers programme that readily prepares students for adulthood and future employment, including opportunities to experience the world of work.

### Our Key Stage 5 Curriculum Intentions & Implementations

- Students will gain qualifications that will support their journey into adulthood.
- Students will gain the skills, knowledge and understanding to make informed choices about their future adult life, tailored to their interests and talents that prepares them for the world of work.
- Students will gain knowledge, skills and understanding in a range of independent living and life skills so that students can participate meaningfully in society when they move into adulthood.
- Students will build upon skills learnt and qualifications achieved in Key Stage 4 and bridge any gaps to learning and improve functional literacy levels or GCSE equivalent.
- Students will build upon skills learnt and qualifications achieved in Key Stage 4 and bridge any gaps to learning and improve functional numeracy levels or GCSE equivalent.
- Students develop their independence and confidence in preparation for adulthood.
- Students will be able to make cross-curricular links.
- Students will access work-related activities or work experience.
- Students will build sufficient knowledge and skills in Post 16 to allow them to plan, organise and to be ready for the next stage of their education, employment or training.
- The knowledge and skills gained in Post 16 are relevant, ambitious and tailored to apply to local and regional employment and training services to allow students to succeed in future learning, employment and independent living.

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The Key Stage 5 curriculum intentions will be implemented by:

- Providing students with bespoke educational pathways that lead to qualification opportunities at a suitable level for the student.
- The curriculum will be delivered in a logical sequence to ensure students acquire sound knowledge, skills and understanding before moving on to new material. Medium term plans are designed to be ambitious, build on prior learning, establish links that embed knowledge in students' long term memory and outline end goals for any current unit of work.
- Teachers will continue to use assessment effectively to plan sequences of learning linked to both academic and vocational pathways, which are differentiated to meet the needs of individual students; to provide feedback to students in lessons and to move their learning forward to the next stage.
- Providing an English curriculum focused on the teaching of reading, writing, basic skills including spelling, punctuation and grammar and apply these to real life situations in preparation for adulthood.
- Providing a Mathematics curriculum focused on the teaching of number, addition and subtraction, multiplication and division, fractions, measurement, geometry, problem solving and statistics and apply these to real life situations in preparation for adulthood.
- Students are provided with work-related activities and work experience opportunities.
- The sixth form, organise and lead whole school events which will involve and embed key skills such as leadership, team work, organisation, budgeting and independence, allowing knowledge to be transferred to long-term memory.

### Personal Development at New Elizabethan School

At New Elizabethan school we see personal development as a key component of students' future success. Skills such as communication, interaction and socialising are essential life skills that our curriculum aims to develop as students move through their educational journey.

Our personal development curriculum intentions are for every student to:

- Develop into respectful and responsible citizens that become actively involved in public life as adults.
- Develop their character, showing increased confidence, resilience and independence.
- Have opportunities to enrich their spiritual, moral, social and cultural development.
- Be able to distinguish right from wrong and to respect the civil and criminal law of England.
- Be increasingly well prepared for adulthood and the next stage of their education.
- Have opportunities and experiences in society that promote British values so that they are prepared for life in modern Britain.
- Show tolerance and harmony between different cultures and acquire an appreciation and respect for their own and other cultures and beliefs, including regard for the protected characteristics set out in the Equality Act 2010.
- Have the opportunity to develop and stretch their talents and interest in order to make good use of these.

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- To participate in a careers programme that will develop a clear understanding of employment opportunities so that students have skills and knowledge to make choices about their future adult life.
- To manage and contribute to social situations in different environments to develop students character and personal development.
- Show positive attitudes to learning and take responsibility for their own behaviour.

Our personal development intentions will be implemented by:

- A structured Personal Development curriculum, in which students have the opportunity to experience a wide range of activities aimed at developing interest and awareness in a broad range of areas.
- Exposure to a range of external visitors, aimed at expanding their awareness of the wider world, public services, career opportunities and different faiths and cultures.
- The school's points system designed to celebrate success, build aspiration and reward students' learning and behaviour, alongside developing awareness of their EHCP targets.
- Weekly assemblies, designed to explore key issues and promote discussion, personal development, SMSC and British values.
- A wide range of trips, exposing students to different experiences, environments and places.
- Every subject explores opportunities for students to experience personal development through SMSC, British values and social and emotional growth.
- Providing all students with a stable careers programme, in line with the Gatsby Benchmarks, that allows students to gain knowledge of the labour market, learning about different careers, providing experiences of workplaces, personal guidance and encounters with employers and employees.
- Delivering a strong PSHCE curriculum, at every key stage, that provides age-related topics, focused on Living in the Wider World, Health, Well-being and Sex and Relationships Education.
- A school council in which student members act on behalf on their peers and actively contribute to the school's ongoing development.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

This policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development (SMSC). New Elizabethan School is a non-denominational school where students of all faiths and belief systems are encouraged to develop their individual potential and characteristics so they can make a positive contribution to the world.

SMSC is embedded into the educational curriculum through the following ways (although not an exhaustive list):

- A strong and effective PSHCE curriculum, providing opportunities to explore a wide range of SMSC topics.
- A curriculum that celebrates diversity eg. Food Technology exploring a range of cultures.
- Assemblies that focus on different aspects of SMSC.

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- A social cafe, providing opportunities to explore different relationships and experiences
- Opportunities to support and engage with the local community, providing opportunity to develop a students' moral compass.

### Safeguarding in the Curriculum

Safeguarding remains everyone's responsibility. As such, it forms the most important building block on how our curriculum is designed and underpins the delivery. The curriculum is designed to ensure the safety and well-being of students and this runs through every aspect of what we do.

Our school:

- leads students towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity.
- educates our students on healthy friendships/relationships, child on child abuse, sexual harassment and acceptable behaviours, and supports students to learn appropriate behaviour.
- takes steps to ensure that the students appreciate racial and cultural diversity and avoid and resist racism.
- ensure that students are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable students to develop their self-knowledge, self-esteem and self-confidence.
- provide students with a broad general knowledge of public institutions and services in England.
- assist students to acquire an appreciation of, and respect for, their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- encourage students to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- precludes the promotion of partisan political views in the teaching of any subject in the school and ensuring students are aware of political issues through a balanced presentation of opposing views.

**Teachers must ensure they do not promote any partisan political view during their conduct or teaching. If they hear the promotion of a partisan political view they should present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report immediately.**

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