

Red Rose School

Curriculum Policy 2025 - 2026

Reviewed by:	Simon Ashurst
Date of next review:	July 2026

Legal Status:

Regulatory Requirements, Part 1, paragraph 2(2) (i) to (x) Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

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 and Further Reading

Policies on: Exams, PSHE, EAL, Complaints, Careers, Able gifted & talented children.

DfE guidance on curriculum: www.gov.uk/national-curriculum

Purpose:

- To embed a consistent curriculum framework across the school.
- To provide appropriate support for all pupils at Red Rose School particularly at times of transition – Key Stage progression or like beyond Red Rose School – college, employment or training. Support pupils development and preparedness for adulthood.
- To provide a broad and balanced curriculum offer, broadly in line with mainstream schools.
- To provide a curriculum and education environment which inspires pupils to learn.
- To promote a positive attitude toward learning.
- To promote the behaviour and welfare of all our pupils, including their physical, mental and personal wellbeing, safety and spiritual, moral, social and cultural development.
- To promote preparation for and an appreciation of life in modern Britain.
- To provide a range of subjects and courses to help pupils acquire/improve their knowledge, understanding and skills in linguistic, mathematical, scientific, technical, human, social, physical, sporting, creative and artistic learning.
- To provide opportunities across the whole curriculum for pupils to develop the necessary skills to make progress in reading, writing, communication and numeracy.
- To supplement the formal curriculum with extra-curricular opportunities, outdoor education, school trips and vocational learning opportunities through a selective use of alternative provisions.

Date: October 2024

Signed: Simon Ashurst



Headteacher

Red Rose School Education

Red Rose School's objective is to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities.
Our pupils should enjoy learning, celebrate their achievements and recognise the importance of education.
Red Rose School aims to nurture the qualities that will enable each pupil to become confident and competent members of society.

THE Red Rose Model

Better Together Developing a culture of collaborative and independent learning	Nurturing Environments To provide an inspirational, supportive and safe learning environment where pupils actively participate in all learning opportunities.	Tailored Education Promote personal and academic achievement where pupils will enjoy learning, celebrate successes and recognise the importance of education.	Child Focused To remove barriers to learning, promoting independence, confidence and resilience, developing individual’s talents and interests.	Therapeutically Informed Provide an environment where all pupils are challenged, encouraged and receive the right level of support.	Committed to Training Facilitate active and reflective learning opportunities for staff and pupils.	High Expectations: To nurture the academic and personal qualities that will enable each pupil to maximize potential and become confident and competent members of society		
CORE STRENGTHS			ACADEMIC EDUCATION		ADDITIONAL NEEDS/THERAPEUTICALLY INFORMED			
Empathetic Confident Communicators Resilience Independence Confidenc Respect for others Respect for self Problem Solving Self-management Friendships Self-Awareness Creative Thinkers Critical Thinkers Personal & Cultural Identity	ENGLISH		MATHS		SCIENCE		LITERACY NUMERACY SOCIAL SKILLS COMMUNICATION SPEECH & LANGUAGE THERAPY PLAY THERAPY CLINICAL INPUT OCCUPATIONAL THERAPY ASC PROCESSING SKILLS	
	ICT		PE		HISTORY			
	GEOGRAPHY		CITIZENSHIP		PSHE			
	LIFE SKILLS		FOOD TECHNOLOGY		H&S			
	MEDIA		ART		EP			OUTDOOR EDUCATION
Independent Living Skills ASDAN Experiential Learning Duke of Edinburgh Volunteering			GCSE		FUNCTIONAL SKILLS		BTEC	
			ENTRY LEVEL CERTIFICATE		AQA UNITS		TAC LAC PEP EHCP Reviews Multi-Agency Working Clinical Assessments Transition Reviews	
			College Links		Educational Visits			
			Off-Site Learning					
			Work Experience		Vocational Pathways			
EHCP OUTCOMES								
Experiences designed to prepare for adult life, becoming positive and independent members of society, ready for the transition from school			Work towards relevant and appropriate qualifications to facilitate progress in preparation for each transitional phase			Equip pupils with the skills and coping strategies to approach obstacles and life challenges confidently in a positive manner		
Promote happiness and social, emotional and mental wellbeing Building safer lives and better futures								

Curriculum Intent, Implementation and Impact

“The Red Rose School Curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”

Historically, the majority of the pupils, on roll at Red Rose School, have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings). Their lived experience of education has generally been negative and many have had considerable time out of education. Our aim is to provide all the same curriculum opportunities available to pupils in mainstream settings but our success is derived from our ability to be creative in tailoring our approaches to suit the needs and abilities of each of our pupils. We feel that our goal is to provide the right environment, staff, support and challenge to engage our pupils and to enable them to succeed, regardless of their start points with us.

The pupils on roll at Red Rose School present with range of associated SEMH difficulties and often begin their education here with academic attainment levels and skills that are significantly below age related expectations.

Our focus is to facilitate pupil progress so that all pupils are able to fulfil their potential. At Red Rose School we aim to nurture the qualities that will enable each pupil to become confident and competent members of society.

The curriculum offer at Red Rose School is adapted to challenge all learners and is aspirational, aligned with our pupils' levels of ability and their interests. It is broad, balanced, and remains as wide as possible for as long as possible. Underpinning the academic curriculum, we focus on pupils' 'core strengths' with a clear focus on developing resilience, reasoning, questioning, empathy, effective communication, friendships, respect for self and others and developing and understanding personal and cultural identity.

1. Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and carefully sequenced progression. We cater for a wide range of learners and endeavour to provide opportunities for all of our children to develop as independent, happy and confident learners in order to achieve their full potential and prepare them for success at each transition stage. We want to provide an inspirational learning environment where pupils are encouraged to actively participate in all learning opportunities. At Red Rose School we want all our pupils to enjoy learning, celebrate their achievements and recognise the importance of education both now and in preparation for adulthood. At Red Rose School our intent is to develop a culture of collaborative and independent learning that allows all pupils to recognise their progress and to work towards appropriate, recognised accreditation to allow them to move on to the next phase of education, training or employment. Our curriculum offer ensures that all children develop appropriate subject specific knowledge, skills and understanding in line with their stage of development to promote success. We want all our pupils to develop an understanding of themselves and their place within the school and their wider communities. All pupils at Red Rose School should feel that they are a valued member of the school community and feel safe and comfortable to be themselves.

Lastly, our intention is to provide a wide range of opportunities outside of formal group-based learning that provides access to wider life opportunities through Outdoor Education, trips and educational visits, vocational learning and work experience to provide experience on which they can draw in the future.

Implementation

The underlying principle of our curriculum implementation is to demonstrate adaptability, designed to meet the needs, interests, aspiration and aptitudes of our pupils. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map is reviewed regularly to ensure it is effective and to ensure that it continues to evolve to meet the individual needs of our learners.

The lived experiences of our pupils mean that our curriculum has to be challenging at all levels and, as such, we offer a range of qualifications. At Red Rose school pupils have the opportunity to access 10 curriculum areas and to achieve accreditation ranging from Entry Level Certificates, Functional Skills, BTEC and GCSE's. All our pupils have the right to access the objectives as outlined in the National Curriculum regardless of their start points or education experience to date. Quality first teaching allows delivery to be sequenced effectively and tailored to the abilities of each pupil.

The qualifications are not always defined by age, but by individual pupils needs and ability. All teachers are adaptable in their delivery which enables all learners to cover the skills, knowledge and understanding expected in each subject area. Each pupil at Red Rose School are set half-termly targets based on their Individual Learning Plans alongside teacher set targets. Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these means is monitored to ensure that the effectiveness of the additional support in facilitating progress.

Impact

The impact of the approaches at Red Rose School are designed to:

Develop the communication skills of all pupils.

Support the specific needs of individual pupils as described in their EHCPs

Engage pupils' in and encourage learning

Create a positive learning environment where pupils can work safely.

Allow pupils to interact and learn from each other.

Allow all pupils to reach their full potential and achieve their own personal success academically, socially and emotionally.

Pupils will demonstrate incremental progress in their subject knowledge and skills.

Pupils will be able to retain and apply the skills and knowledge acquired in a range of contexts.

Pupils will develop their ability to work independently, relying on less support

Curriculum Entitlement

All pupils at Red Rose School have the opportunity to access a broad and balanced curriculum based on their key stage, individual needs and abilities. The offer at Red Rose School is tied to the National Curriculum and remains as wide as possible, for as long as possible for all pupils

During the admission and initial assessment period, the most appropriate class setting is identified. If pupils need to change classes after this period, a decision would be made through discussions between parents/carers, the Headteacher, the pupil and wider professionals involved with each pupil if appropriate.

Recording pupil achievement: assessment and evaluation

Integral to our curriculum framework are arrangements for the assessment and recording of pupil achievement. At Red Rose School the purpose of assessment is: initial, diagnostic, formative and evaluative. Accurate and regular assessment informs judgements about progress and contributes to future planning and appropriate target setting. In order to ensure accuracy of this process we use evidence from a range of different sources such as teacher observation, class work, end of unit tests, learner reviews and examinations (where appropriate).

Assessment and recording

Our assessment framework informs an ongoing cycle of planning, teaching and assessment. There are three phases to this process:

- Formative short-term assessments will be an ongoing part of every unit/scheme of work to check pupils' understanding and gain information that assists in amending short term plans.
- Medium term assessments will focus on ideas linked to the key objectives, which have been covered during each term, aligned to the National Curriculum and the sequencing of the learning journey in each subject area.
- Long-term assessments will take place annually. A variety of assessment tests may be used according to pupils' ability levels.
- IEP's are in place for each pupil and are reviewed in line with process. Pupils will always be encouraged to be actively involved in the reviewing and setting of new targets to inform their individual learning journeys.

Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement.

The National Curriculum

The national curriculum sets out the breadth of subjects and standards that should be made available for all pupils and the standards children should reach in each subject in relation to their Key Stage.

Whilst independent non-association schools are not obliged to follow the national curriculum, each school must deliver a broad and balanced curriculum including English, Mathematics and Science, as appropriate to each key stage.

At Red Rose School, we recognise the value in providing a Key Stage appropriate curriculum which is as close to that received in mainstream settings. ALL pupils at Red Rose School should have the same opportunities afforded to them as any other pupil nationally.

Key Stage Offer at Red Rose School

(Primary) Key Stage 2: Yr4 – Yr6	
English Maths Science History Geography Art Modern foreign languages (where appropriate)	Relationship and Sex Education Personal, Social and Health Education (PSHE) Physical education (PE) Outdoor Education Computing RE Sensory Circuits Fine Motor Skills Intervention

(Secondary) Key Stage 3 & 4	
English Mathematics Science History Geography EP PSHE/Careers Employability/RSE Food Tech Art and Design Physical Education Outdoor Education Life skills Citizenship Computing	From Yr9 onwards pupils have the opportunity to access vocational learning opportunities through a variety of Alternative Providers Motor Vehicle Construction Hair & Beauty Music Land Based Studies Animal Care Pupils at Ks4 also have the opportunity to explore work experience opportunities

Pupils are able to remain on roll at Red Rose School into KS5 – generally, this allows pupils to build on successes at KS4 in English and Maths and provides opportunities for further support in accessing college courses in new settings.

External Education/Vocational Options/Curriculum enhancement

Where a young person is assessed as being an appropriate candidate, provision with an external provider **may** be possible. This is heavily dependent on a number of factors:

- Course availability - the course needs to be run locally and there have to be spaces on the course.
- Age of student – a course may not be available for some students due to their year of study. E.g. nursing work experience is not available to unqualified people.
- Time of year – Courses are available to enrol on at any point in the year due to the flexibility of our curriculum offer.

Work experience is made available for all students to support the Gatsby Careers benchmark and preferences are accommodated where possible.

Accreditation

Wherever possible, for all Key Stage 3 and Key Stage 4, all learning opportunities will be accredited courses with an exam board and where time constraints allow, students will be encouraged and supported to achieve GCSEs. Where this is not possible due to significant gaps in education, attainment, time constraints or other mitigating factors, Functional Skills will be promoted in English and Maths up to and including Level 2 and alternative qualifications will be offered up to and including Level 2.

Functional Skills may also be provided as transitional study towards GCSEs. Regular opportunities will be provided throughout the academic year to sit Functional Skills examinations. GCSEs, or Functional Skills at Level 1 and 2 will support a transitional plan into the next phase of their education.

Student Profile

Taking into full account the complexities and difficulties experienced by the students and EHCP outcomes, the curriculum provides a high focus on Personal Development, PSHE and an awareness of individual needs. It also

considers the educational and academic risks associated with the students SEMH needs and how these impact upon learning.

The PSHE Curriculum provides opportunities to raise pupil awareness and understanding in many areas where our learners will have personal experience:

- Sexual and Relationships Education (sexual health, appropriate relationships, gang issues, STI's).
- Presenting self appropriately.
- Stranger Danger (or age appropriate equivalent).
- Age appropriateness.
- Self-image.
- Identity.
- Pregnancy.
- E Safety – awareness of risks and dangers posed by internet and social networking, smart phones.
- Essential Life Skills (Budgeting, Life Skills, Independent Skills, Careers, transition - post 16 options).
- Mental Health and Stress awareness.
- Drugs and Alcohol Awareness incorporating Legal Highs.
- Substance Awareness – Smoking.
- Staying Safe – ‘the extent to which pupils are able to understand and respond to and calculate risk effectively’, eg: risks around CSE, DV, FGM, Forced Marriage, substance misuse, trafficking, gang activity, radicalisation and extremism. Support agencies will be signposted and students educated on how to access help.
- Cookery and domestic skills, including high emphasis on menu planning, healthy eating and nutrition (eating disorders).
- Practical skills – variety of practical skills which would support independent living; i.e. sources of support, housing support, advice and guidance etc.

Skills for Employment

At Red Rose School we provide opportunities within the curriculum for learners to gain an understanding of Employability Skills including how to search and apply for jobs, completing application forms, producing a Curriculum Vitae and preparing for and attending interviews. This will ensure that students are equipped with the skills needed to prepare them for their next phase(s).

Essential Skills

Tyldesley school ensures that the curriculum provides opportunities for all of its pupils to acquire and develop skills appropriate to their age and aptitude in the following areas:

Linguistic

This area is concerned with developing communication skills and increasing the command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in English lessons, however, all teachers of all subjects will encourage good linguistic and literary standards in all work that pupils produce. Clear and effective communication skills are an essential life skill.

Mathematical

This area helps students to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion and is a key skill for adulthood.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of Red Rose School are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. The school is non-denominational, where pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. This SMSC policy statement links and strengthens other policies so that the ideals of the school's ethos and mission statement become a reality for our pupils. Whilst SMSC is integral to all aspects of our curriculum, PSHE and EP make a strong contribution. Pupils are supported in distinguishing right from wrong, to respect the law and acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

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;
- Enables students to gain insights into the origins and practices of their own cultures and into those of the wider community;
- Takes steps to ensure that students appreciate racial and cultural diversity and how to avoid and resist racism;
- Ensures 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;
- Enables students to develop their self-knowledge, self-esteem and self-confidence;
- Encourages students to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- Provides students with a broad general knowledge of public institutions and services in England;
- Assists students to acquire an appreciation of and respect for their own and others' cultures in a way that promotes tolerance and harmony between different cultural traditions;
- Encourages 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 and
- Precludes the promotion of partisan political views in the teaching of any subject in the school.

We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils and they are offered a balanced presentation of opposing views.

SMSC at Red Rose School promotes:

- 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 hold other faiths and beliefs is protected in law;
- An acceptance that 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.