



Curriculum Policy

2025 – 2026

Reviewed by:

Louise Curel

Date of next review:

September 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.

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

Purpose:

- To establish a consistent curriculum framework across Oakwood School.
- To support a smooth transition back into mainstream education, further education or employment, if appropriate.
- To provide a broad and balanced curriculum offer, which inspires students to learn.
- To provide learning that involves a lasting change in pupils capabilities or understanding.
- To provide effective teaching that can transform pupils' knowledge, capabilities and beliefs about learning.
- To promote positive attitudes to learning.
- To promote the behaviour and welfare of students, including their physical, mental and personal well-being, 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 mathematics.
- To supplement the formal curriculum with extra-curricular opportunities for students to extend their knowledge and understanding.

Date: September 2025



Signed:

Louise Curel
Executive Headteacher

Curriculum Intent, Implementation and Impact

“The 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 our students have struggled to access a traditional formal curriculum (within mainstream and generic specialist school settings); a creative, more tailored and cultural based approach enhances the curriculum offer (through broader curriculum themes containing Vocational Education, Outdoor learning and Enrichment Opportunities). We put great value on pupils being the best they can be while acknowledging their limitations and knowing how they learn best, ensuring that preparation for adulthood outcomes ([appendix 1](#)) are reflected within our curriculum from the youngest of learners.

Our pupils may have a range of learning needs but primarily, many students have missed large aspects of their education prior to attending Oakwood School and so they often begin their education here with attainment levels and skills that are significantly below average (for their age and starting points).

The aim and values of Oakwood School are focused on maximising every individuals’ potential to develop into a confident, secure, well-adjusted and skilled young person who will make a positive contribution to society and live as independent a life as possible.

Oakwood School delivers a differentiated curriculum, which is closely aligned with our pupils’ levels of ability, interests and aspirations. It is broad, balanced, and relevant to needs and designed to have integrated therapeutic support as necessary and a focus on developing resilience and preparing pupils for the next stage in their lives. This specialist curriculum is tailored to our pupils’ individual needs and based on a person-centred planning framework (see [appendix 2](#)).

Learners can start Oakwood School during any time in their Secondary/ Post 16 education, at any point in the year. This can also be the case for leaving Oakwood School due to the nature of the placement with the Cambian Group. It is important that teachers quickly assess and try and understand the extent of the learner’s previous knowledge, skills and understanding both in the core subjects and in their specific subject area. Teachers at Oakwood have to be equipped with knowledge of the primary curriculum in reading, writing and mathematics as well as their own subject area due to the academic ability of some of the learners we teach. There are also times when lessons don’t follow their planned route due to **incidental learning** which is more important to explore. This could be due to gaps in learning or an interest that has been sparked in the individual learner/group, which through further exploration will strengthen the planned learning content. Due to learners often missing large gaps in education, teachers planning won’t always fully understand the learner’s historic educational profile. At times, planned **sequencing** has to be paused to revisit previous content/skills which the learner is expected to have covered at an earlier stage of their educational career. Due to this daily staff meetings/handovers are important to share knowledge of learner’s social, emotional and academic learning. Through these meetings teachers can work closely to support **cross-curricular** planning and allow the learner to make more rapid progress.

1. Intent

Our curriculum is designed to give all of our children a broad and balanced education through coverage, experience and 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 their future lives. Alongside academic success we promote and encourage a nurturing side to learning that focuses on well-being and engagement linked to age and stage of development. Opportunities to work towards individual outcomes are embedded throughout.

As a School Community, we are working with the Thrive approach.

The **Six Principles of Thrive** (below) are engrained in our daily practice:

1. **Common Language**
2. **Needs-Led**
3. **Shared decision making**
4. **Proactive prevention and promotion**
5. **Partnership working**
6. **Outcome-informed**

At Oakwood School, we have three learning intentions that act as drivers for what we deliver.

Intention 1 – Develop our Sense of Self

Our curriculum will ensure that all children develop an understanding of themselves, our school rights and an awareness of their place within the community.

Intention 2 – Develop our Sense of Others

Our curriculum offer will ensure that all children develop an understanding of equity, and in doing so, show kindness and respect to others individual needs, recognising that “Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” (Albert Einstein).

Intention 3 – Develop our Sense of the World

Our curriculum offer will ensure that it provides opportunities to support our children in becoming responsible British citizens. A responsible citizen has knowledge about her role in the community, state and the world and understands they have a role in making the world a better place to live.

Curriculum drivers (appendix 3)

We believe that our young people **deserve** and need us to provide more than just the Academic Curriculum. Life has so much more to offer and our young people have so much more to learn and experience. With this in mind, we worked to prioritise the things we wanted our young people to experience during their short time with us.

We use these 'drivers' each half term to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our young people.

- **Responsibility (Autumn 1)** - Young people will be encouraged to take an active role in their learning by taking ownership of their actions and recognising they are accountable for their progress at Oakwood school.
- **Opportunity (Autumn 2)** - Young people cannot aspire to things they have never encountered. We will work to broaden our young people's horizons, expanding their knowledge of the world of work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.
- **Curiosity (Spring 1)** - It is vital that we nurture the natural curiosity of our young people, enabling them to become independent in thought and action and encouraging them to imagine, enquire and become increasingly enterprising.
- **Community (Spring 2)** - We want our young people to develop a sense of pride in themselves and respect for others. We believe they need to have the ability to effectively interact with others who share their environment. We believe in the power of the school community to change and enhance lives.
- **Initiative (Summer 1)** - We will provide young people with opportunities to think critically, by solving problems and making choices. We will encourage them to develop their confidence to act on their initiative and seize an idea.
- **Environment (Summer 2)** - We believe our children need to know about and understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity and show they care about its management and sustainability.

2. Implementation

The underlying principle of our curriculum implementation is flexibility, we have a curriculum which is designed to meet the needs, interests, aspiration and aptitudes of our students. Our curriculum model ensures that we have flexibility to fit in with our students rather than our students fitting in with our model. Our conceptualised curriculum draws on best practice and delivery from a number of different models and approaches. We recognise that as our school population changes, so must the way in which we approach planning, teaching, learning and assessment. Our curriculum map continues to change and evolve to meet the individual needs of our children each year.

In order to provide pupils across the school with experiences that are relevant, interesting and challenging, and to identify opportunities for progression, we have adopted a curriculum structure which encompasses three broad pathways: 'National Curriculum, Functional skills and a Vocational curriculum.' This offer means we can make subtle distinctions between not only groups of learners but also the degree of curriculum formalisation they will experience in either building the prerequisites for, or working within, a more 'conventional' National Curriculum type approach.

The levels are not defined by age, but by need and achievement; children are therefore able to move flexibly from one pathway to the next at any point during their school career. Each pathway covers skills, knowledge and understanding across a range of areas of learning, and they are blended together, so as to facilitate a 'learning flow' between the two.

Because of the personalised approach to the curriculum we are able to meet the needs of all our learners. All children across the school focus on targets based on the outcomes in their Education Plan and Personal Education Plan. Some pupils receive additional funding e.g. Pupil Premium and the impact of any interventions funded through these is monitored to ensure that they support progress.

3. Impact and Intended outcomes

By implementing a differentiated and modified national curriculum, it is intended that Oakwood School will:

- Allow all pupils to make progress from their individual starting points.
- Optimise the communication skills of all pupils.
- Cater for the specific needs and learning difficulties of individual pupils as described in their EHCPs, by providing teaching and learning opportunities at an appropriate level.
- Engage pupils' interests in personal development 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.
- Give pupils opportunities to develop their key skills.
- Prepare our learners for their next stage in education, employment and life

We should see the impact of our 3 learning intentions in the following way:

Intention 1 – A Sense of Self

Children have a positive self-image, high well-being and engagement and are able to relate well to members of the school community. They take pride in themselves, their learning and the school environment. Children demonstrate incremental progress in their subject knowledge, skills and understanding. They are able to retain and apply this over time and in different contexts. Children require reduced levels of support to access their learning and their fluency and accuracy is improved.

Intention 2 – A sense of others

Children are active participants in their learning and are keen to work with others. They understand equity and are able to accept and promote inclusion, championing our school values of kindness and respect when interacting with others.

Intention 3 – A sense of our world

Children are engaged in their learning in all aspects of the curriculum and talk with enthusiasm about experiences they have taken part in. They access their learning in a variety of environments and are able to apply their knowledge and skills accordingly. Children are ready to transition to their next stage of learning/ independence as a responsible citizen.

Entitlement

All young people at Oakwood School are given full access to a broad and extensive curriculum based on their key stage, individual needs and abilities.

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 the Homes Manager and the Executive Headteacher.

Recording pupil achievement: assessment and evaluation

Integral to our curriculum framework are arrangements for the assessment and recording of pupil achievement. At Oakwood School the purpose of assessment is: initial, diagnostic, formative and evaluative. Assessment then informs judgements about progress and recording of which thus contribute to future planning. In order to ensure accuracy of this process we use evidence from a range of different sources such as teacher observation, class work, tests, investigation, learner reviews, questioning, project work, 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 lesson to check pupils' understanding and gain information that assists in adjusting day-to-day lessons plans.
- Medium term assessments will focus on ideas linked to the key objectives, which have been covered during each term.
- Long-term assessments will take place annually. A variety of assessment tests may be used according to pupils' ability levels.

Pupils' individual success will be recognised and celebrated through the school systems for rewarding and celebrating achievement. At Oakwood School the students can earn up to 30 'Reward' points each day for positive attitude, behaviour, learning, attendance and engagement. These points are achieved each lesson and added to a running total of 150 points for the week. We also have a token system in place. One token is earned for an 'Outstanding' piece of work. This work can be displayed on the wall in a frame in reception along with a certificate. At the end of each term, the tokens can be cashed in, used on a trip or saved to go towards something bigger. Our YP's experience what it is to work and save up towards something larger, that they have the desire to have, do or experience.

There are numerous other ways we celebrate progress in Oakwood, trying to catch any 'positive progress' we can. An Oakwood school handover is sent out each day so that carers can continue to celebrate the progress our young people are making. Other ways we celebrate progress include: weekly awards and trips; WAGOLL's, termly newsletters and subject specific certificates / trophies.

The National Curriculum

The 'basic' school curriculum includes the 'national curriculum', as well as religious education and relationships and sex education. The national curriculum is a set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

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

At Oakwood School, we endeavour to give young people a Key Stage appropriate curriculum which is as close to that received in mainstream as possible (see [appendix 5](#)).

Key Stage 2		
Core Subjects	Additional Subjects	
English Mathematics Science History Geography (Topic) Religious Education Art and Design Physical Education Citizenship/PSHE/Careers ICT Music * Reading / spellings / phonics *	Form Time – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly. Design and Technology / Coding Food, Health and Hygiene Outdoor Education (where applicable) Social Interaction Makaton Pupil Voice – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method. School Council – An opportunity to explore subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.	
Key Stage 3		
Core Subjects	Additional Subjects	
English Mathematics Science History Geography (Topic) Religious Education Art and Design Physical Education Citizenship/PSHE/Careers ICT Music * Reading / spellings / phonics *	Form Time – The first lesson of each day to check in, plan the day, overcome emotions and plan for potentially difficult moments in the day. Using of MOMO half termly and where appropriate – weekly. Design and Technology Food, Health and Hygiene Outdoor Education (where applicable) BSL Pupil Voice – An opportunity at the end of the week to reflect on actions and emotions, decide on improvements and review using the WWW/EBI method. School Council – An opportunity to explore subjects such as what is going on in school/the world and explore using questioning and research, developing an understanding and knowledge between reliable and unreliable sources. Pupil voice is heard.	
Key Stage 4		
Core Subjects	Additional subjects	Optional Subjects
English Maths Science Physical Education Citizenship/PSHE/Careers	ICT – Embedded Skills Outdoor Education *Reading* Art and Design Music Humanities	Employability skills (NCFE) Food and Nutrition (NCFE) Community project work Sustainability project work AQA units – Subject specific

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 – some courses are only available to start at the beginning of the academic year (September – October start window).

Work experience is made available for all students to support the Gatsby Careers benchmark and preferences are accommodated where possible – for students on GCSE programmes it is generally not recommended after Christmas of year 11.

Volunteering is encouraged from Year 9. All students will be provided with the opportunity to volunteer on local projects/ for local charities. This is an important vehicle in allowing our young people to meet our three learning intentions.

Post 16 Course availability

- Shrewsbury College offer a full range of post 16 courses available for students who can start in September.
 - Shrewsbury College (Welsh Bridge Campus) offers A levels, some BTEC qualifications and retakes in English & Maths at GCSE. These courses can start as late as up to October half term, but this cannot be guaranteed. Normal admission procedures apply.
 - Shrewsbury College (London Road Campus) can offer a range of GCSEs and vocational qualifications to those in KS5. GCSE Maths and English is encouraged if not already achieved. Normal admission procedures apply.
 - If a student has been following a course up to the point where they move to Shropshire, a transfer **may** be possible and will be considered on an individual basis by the college. Full details of the qualification title and exam board will be required by the college. If the exam boards do not match up, it may be that the course cannot be transferred.
- Other courses can be sourced as required at other colleges; North Shropshire & Walford, TCAT, Ludlow etc. Admission is dependent on local requirements.

Accreditation

Wherever possible, 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 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 back to mainstream education or provide students with greater prospects when entering into the next phase of their education. At Oakwood we attempt to ensure all students have sat their functional skills exams (level 1 or 2 based on ability) regardless of whether they are taking GCSE English and Maths.

Student Profile

Taking into full account the complexities and difficulties experienced by the students, the curriculum provides a high focus on Personal Development, PSHE and an awareness of risks and how to manage risks. It also considers the educational and academic risks associated with CSE and how these impact upon learning.

LOW	Truancing from school. Lateness. Poor concentration.
MEDIUM	Non-school attendance. Regular breakdown of school placements due to behavioural problems. Poor health – impacting on learning. Disruptive behaviours.
HIGH	Significant periods of non-attendance. Exclusions (self or enforced). Poor previous educational experience making it harder to engage. Absconding and the risk of taking others at the same time. Bullying Fire setting Physical violence Concerns regarding racial abuse Missing from home/ Missing from care Self-harm/ suicidal ideations/ mental health concerns Concerns online (including internet, phones, gaming etc.) Harmful Sexual Behaviour/ grooming others Relationships with other children/ carers Substance misuse Relationship with family Cultural concerns (e.g. risk of honour based violence, FGM, Forced Marriage) Radicalisation Concerns around criminality/ links to organized groups YOT orders/ court dates/ Criminal history Unsettled during evenings/ sleep issues

Opportunities are provided and where possible accredited, to raise students awareness of the following:

Physical health and mental well-being

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing Adolescent body

Relationships and sex education

- Families
- Respectful relationships, including friendships
- Online and Media
- Being safe
- Intimate and sexual relationships including sexual health

The Law - what the law says about sex, relationships and young people, as well as broader safeguarding issues including an awareness of the relevant legal provisions when particular topics are being covered, including: Marriage/ consent, including the age of consent/ violence against women and girls/ online behaviours including image and information sharing/ pornography/ abortion/ sexuality/ gender identity/ substance misuse/ violence and exploitation by gangs/ extremism/ radicalisation/ criminal exploitation/ hate crime/ female genital mutilation (FGM).

Oakwood School documents how these key themes are delivered, inclusive of stand-alone pieces of work and those embedded into other areas of the curriculum i.e. through PSHE, creative writing, science, PE, drama or citizenship etc.

Skills for Employment

Oakwood school provides opportunities within the curriculum for students 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). The school aims to offer appropriate accreditation at level 1 and level 2 in this area.

Essential Skills

Oakwood 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 and also in modern foreign languages, (when taught). The teaching of literacy and literary skills is not, however, confined to these subjects, and the policy of the school is that teachers of all subjects will encourage good linguistic and literary standards in all work that students produce. Effective communication skills are overtly modelled by all staff and in turn young people's communication is enhanced. Evidence of explicit linguistic skills are recorded in subject schemes of work. Reading is a key focus area for all young people at Oakwood due to the many benefits it provides.

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. Maths lessons are often taught using real life examples to contextualise learning and give lessons a clear purpose. Again, opportunities are sought in each subject to deliver mathematical skills and evidence of explicit mathematical skills are recorded in subject schemes of work.

Scientific

This area is concerned with increasing student's knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry. For example: observing, forming hypotheses, conducting experiments and recording their findings.

Technological (including Art and Design, ICT and Food Technology)

These skills can include information and communication technology (ICT); developing, planning and communicating ideas; coding, working with tools, equipment, materials and components to produce good quality products and evaluating processes and products. At Oakwood we have facilities to deliver resistant materials lessons, along with many different machines / methods to explore techniques in art and design.

Aesthetic and creative (including Art, Performing Arts and Music)

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but subjects falling into this area make a particularly strong contribution, including art, music, dance and drama. These subject areas all call for personal, imaginative, and often practical, responses.

Human and Social (including Geography, History, Religious Education and PSHE)

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. Relationship, Social and Health and Economic (RSHE) education alongside a knowledge and understanding of the world makes a strong contribution to this area.

Physical (including PE and Outdoor Education)

This area aims to develop physical control and co-ordination as well as tactical skills and imaginative responses. Students are helped to evaluate and improve their performance. They also acquire knowledge and understanding of the basic principles of fitness and health.

Sex and relationships education

Oakwood School provides Sex and Relationships education in the basic curriculum. Students are encouraged and guided by moral principles and taught to recognise the value of family life. The programme for the School's Sex and Relationships Education is available to parents/guardian/carers. It forms a key part of the Personal, Social and Health Education (PSHEE) subject area and has regard for the government's guidance in **Relationships and Sex Education (RSE) and Health Education**. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents/guardian/carers may withdraw their pupils from any other part of sex education provided, without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced and discussed at different points during the day – during tutorial time, at lunch time or in a subject lesson. Issues are presented in a balanced manner and will challenge students to think carefully and respect others points of view. The students have access to 'The Week Junior' magazine which is an award-winning current affairs magazine for 8–14 year olds. It helps children make sense of the world, provides context and clarity to complex issues, improves general knowledge and encourages discussion and debate. They also receive weekly copies of 'First News', which is an impartial and independent children's newspaper. It keeps children up to date with news events in the UK and around the world and is pitched so the news is engaging, but not scary or overwhelming.

Religious education

Religious Education is incorporated into distinct lessons available to pupils at KS3. A variety of religions are studied, so students gain a broad understanding of the diverse world that they live in. We also encourage our young people to take part in our 'Around the World' Immersion day where we explore different religions. Pupils have the opportunity to study the RS GCSE Short course in KS4/5.

PE and games

All students are expected to take part in the school's Physical Education/Sports programme. Students can only be excused from these lessons for medical reasons, for which communication from a parent/carer will suffice, or other reasons agreed with the school. There are a number of different activities on offer to get the young people active including: wellbeing walk (on a Monday morning); boxing; dance; PE; yoga; self-defence and outdoor education.

Spiritual, Moral, Social and Cultural Development (SMSC)

This policy statement and the declared values of Oakwood 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 its students. Whilst SMSC is integral to all aspects of our curriculum, PSHE and religious education make a strong contribution. Students are led towards distinguishing right from wrong, to

respect the law, act 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 and exploitation;
- 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 students and they 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 organized by or on behalf of the school and
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

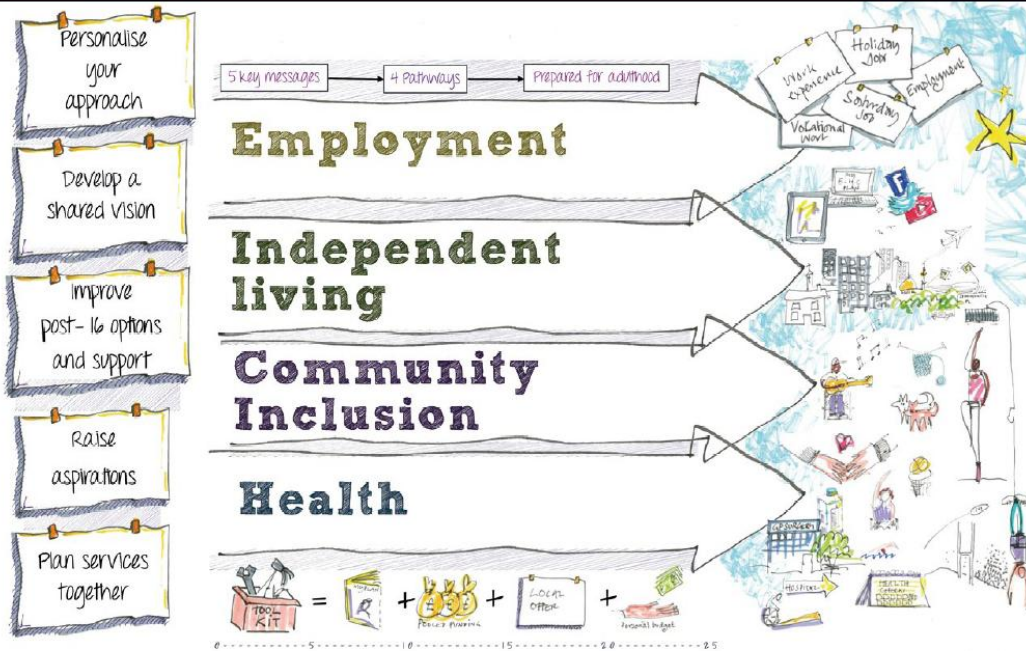
Therefore, the understanding and knowledge expected of the students as an outcome of our positive approach to SMSC includes:

- 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 well-being 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.

Appendix 1: Preparing for Adulthood Outcomes



PfA Outcomes across the age ranges for children and young people with SEND



Revised Edition © 2017 Preparing for Adulthood | www.preparingforadulthood.org.uk

Appendix 3: Curriculum drivers

Oakwood Vision to nurture resilience from within:

Community, Learning, Enthusiasm, Values, Engagement and Respect

Being 'CLEVER' ensures that all our learners have access to meaningful, stimulating, challenging and bespoke educational opportunities, which raise their aspirations, remove barriers to learning and maximise their individual potential.



Meet 'ROCCIE' – Oakwood Curriculum Drivers

Responsibility – Young people are encouraged at Oakwood to take an active role in their learning by taking ownership of their actions and recognising they are accountable for their progress at Oakwood school.
Opportunity – Young people cannot aspire to things they have never encountered. We will work to broaden our young people's horizons, expand their knowledge of the world around them, the world of work and encourage resilience from within.
Curiosity – We encourage curious minds. We believe this is a fundamental part of becoming independent thinkers, problem solvers and budding entrepreneurs.
Community – We want our young people to be able to stand proud and have positive engagement within the community. Our young people learn and understand differences between people of all backgrounds. We believe in respecting and sharing of community space.
Initiative – We encourage critical thinking and problem solving. Through pupil voice and school council our young people are able to investigate and explore ideas and develop them to design, make or implement them.
Environment – At Oakwood our young people experience bespoke lessons with information rich resources. We also offer various outdoor education to teach diversity and engage in Sustainability projects to address topics about the world we live in and how we can care for it.

INTENT – We come to school every day to...

INVENT – We come to school every day to...			
CURRICULUM VISION	Intention 1- Develop our sense of self	Intention 2- Develop our sense of others	Intention 3- Develop our sense of the world
	<ul style="list-style-type: none"> To develop a strong sense of personal character To ensure high levels of mental and physical wellbeing To be passionate about learning and life 	<ul style="list-style-type: none"> To understand equity for all and challenge inequality To support the wellbeing of others To be tolerant of others and understand everyone has their own path 	<ul style="list-style-type: none"> To use the world sustainably To understand and respect rules and laws To take part in enrichment experiences that promote & develop understanding of being a positive citizen

TEN PRINCIPLES FOR EXCELLENT TEACHING	Daily review of learning	Present new learning in small, coherent steps	Ask key questions	Provide explicitly clear and excellent examples	Guide children's practice	Systematically check children's understanding	Obtain a high success rate	Provide scaffolds for challenging activities	Provide opportunity for independent practice	Review learning weekly/monthly
--	--------------------------	---	-------------------	---	---------------------------	---	----------------------------	--	--	--------------------------------

ORGANISATION OF CURRICULUM	English	Maths	Science	PE	Reading	PSHE SRE	Geography	Art and Design	Music	Design and Technology	History	ICT	Citizenship	MFL	RE
	CORE SUBJECTS				Whole School focus			Additional Subjects							
	<ul style="list-style-type: none">Careers information, advice and guidance (60% work exp) runs through curriculum from initial meeting with YPCurriculum driven: taught through all subjects (it changes every half term)The school places a weighted emphasis on life skills and PSHE, delivered in a real life context at every opportunityKnowledge organisers provide information, vocabulary, facts, diagrams, maps and pictures which young people need to know by the end of each topic/ curriculum themeLevels of qualification & accreditation pathway determined by baseline assessment and progressOffsite alternative provision facilitated to support specialist interestsMaths and English cross-curricular learning used at every opportunity								<ul style="list-style-type: none">SMSC experiences that complement the taught curriculum, including, school council, tutor, assemblies, inter-school events, 1:1 pastoral support sessionsImmersion days/ theme days- give an in-depth extended exploration of topics.Enterprise opportunities and trips to facilitate learningPupil voice/feedback actively sought to ensure learning experiences are of the highest qualityCourses offered to complement curriculum & deepen YP's learning experience e.g. Food hygiene/ Fire SafetyICT skills are embedded across all subjects to create 21st Century learnersHomework is used to consolidate knowledge and understanding, promoting independence in learning						

Curriculum drivers	Autumn 1 RESPONSIBILITY	Autumn 2 OPPORTUNITY	Spring 1 CURIOSITY	Spring 2 COMMUNITY	Summer 1 INITIATIVE	Summer 2 ENVIRONMENT
--------------------	----------------------------	-------------------------	-----------------------	-----------------------	------------------------	-------------------------

ASSESSMENT	Baseline Assessment on entry (BKSB/GI)	Daily, high-quality, live, verbal and written feedback	Weekly WAGOLL challenges	Ongoing formative assessment- Regular opportunities for children to demonstrate their new knowledge	Termly summative assessment	SENCO support- intervention and assessment
------------	--	--	--------------------------	--	-----------------------------	---

IMPACT	QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	PERSONAL DEVELOPMENT
	<ul style="list-style-type: none"> All children make accelerated progress based on their Oakwood starting point Opportunities are available for all children to grasp concepts at a greater depth A knowledge rich curriculum that will prepare all children with the skills for the 21st century All children are provided with a curriculum that prepares them for future learning and employment All children are engaged by an irresistible curriculum 	<ul style="list-style-type: none"> All children will build trusting, constructive relationships that enable them to make a positive contribution to the school community All children will use their learning challenges as opportunities – not obstacles All children will innovate and be willing to take risks All children will understand the difference between right and wrong – and why All children will take personal responsibility for their behaviour and attitude All children will know that asking for help is a sign of strength – not weakness 	<ul style="list-style-type: none"> All children are equipped with the knowledge to be able to care for their physical and mental wellbeing All children are prepared for life in modern Britain All children will have enterprising skills to prepare them for the future All children are curious, creative and courageous All children use challenges to thrive and become even better versions of themselves

EVALUATION					
	High quality outcomes	Innovation	Communication	Developing staff	Improving and changing
REVIEW	<ul style="list-style-type: none"> Learning must be clear, explicit and purposeful Children's recorded learning or teacher's systematic recording of learner's systematic recording 	<ul style="list-style-type: none"> Teaching and learning is reviewed in light of current thinking and research 	<ul style="list-style-type: none"> Learning is reviewed regularly with all members of the school community 	<ul style="list-style-type: none"> Professional development meetings focus on building the capacity of staff Learning is open and teachers learn and adjust their practice in light of what they do 	<ul style="list-style-type: none"> Teaching and learning is reviewed, improved and changed in light of outcomes and expectations

MONITORING	Book looks Teacher's records	Data outcomes Pupil progress meetings	Pupil voice (Regular PEP/LAC meetings) Termly learning conversation with carers & parents	Learning walks Professional development meetings	Staff voice Curriculum evaluations
-------------------	---------------------------------	--	--	---	---------------------------------------