

# Curriculum Policy



Groveside  
School

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**Document History**

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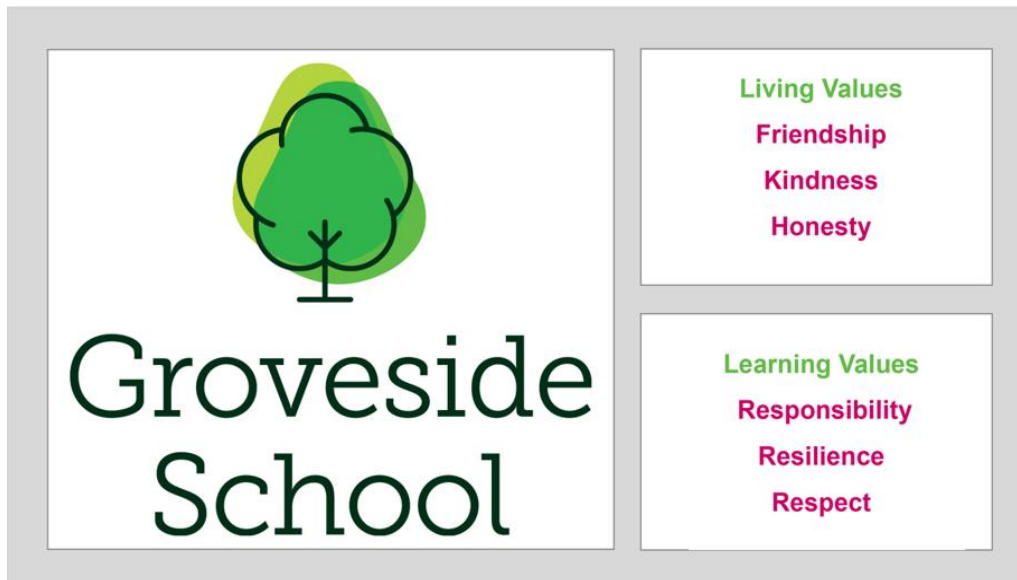
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## 1. INTRODUCTION: LIVING AND LEARNING VALUES

We aim to create a calm, caring, happy and purposeful environment within which learners can flourish and thrive. We achieve this through creating a school curriculum that is underpinned by core values. These 'living and learning' values support the development of the whole child as a reflective thinker and promote positive attitudes to behaviour, relationships, learning and achievement. Our values-based approach to learning results in a unique and nurturing learning experience for all members of the school community.



## 2. CURRICULUM INTENT

Groveside School is a nurturing and therapeutic learning environment at the heart of its wider community. We believe in holistic care of our pupils - setting, respecting and expecting high standards in all aspects of school life.

Our Curriculum embraces all that is learnt through the school, whether in lessons, or as part of informal learning withing and beyond the school day. It includes not only the legal requirements of the National Curriculum, but also the wider range of activities offered in order to enrich the experience of our pupils. What our pupils learn from the way they are treated and expected to behave is also part of the curriculum

At Groveside school, we aim to teach our pupils how to develop into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they can achieve their full potential.

## Curriculum Intent

We want all pupils to develop the confidence, skills and values needed to live happily and independently; contributing to society as respectful citizens with a strong sense of belonging to their community.

The overall aim of the curriculum is to enable all the young people at Groveside School to become

**Responsible Learners, Resilient Individuals and Respectful Citizens.**

### RESPONSIBLE LEARNERS

Always doing your best

### RESILIENT INDIVIDUALS

Developing social skills, understanding and resilience

### RESPECTFUL CITIZENS

Creating and maintaining positive relationships and following community expectations



Groveside  
School

### 3. CURRICULUM IMPLEMENTATION

Our curriculum is designed to promote the intellectual, personal, social, physical, therapeutic and cultural development of pupils. It includes the formal programme of lessons and the informal programme of enrichment activities. The curriculum is also designed to robustly ensure that pupils gain experiences in the following areas of learning linguistic, mathematical, scientific, technological, human and social, physical and creative as well as providing opportunities for therapeutic and spiritual, moral, social and cultural development (SMSC) and cultural capital.

We ensure that each individual is able to pursue subjects they wish to study, a focus on life skills throughout the curriculum where SMSC runs alongside everything that we do. The creative and calming environment promotes inquisitive minds with a developed pastoral area that offers purposeful break out, sensory and individual learning spaces. There is a holistic approach, embedding our therapeutic input, supporting social and emotional well-being.

Pupils will develop confidence to tackle and understand those key life skills for success. This will include developing social communication and skills, emotional resilience and an understanding of themselves and others. We will support and educate our pupils, so they are able to regulate their emotions and behave in a way that allows them to be successful in the future. We know that this will help raise self-esteem and lead to a more positive outlook on life, thus helping to ensure the best future outcomes.

# Groveside Curriculum



We want ALL pupils to develop the confidence, skills and values needed to live happily and independently; contributing to society as respectful citizens with a strong sense of belonging to their community

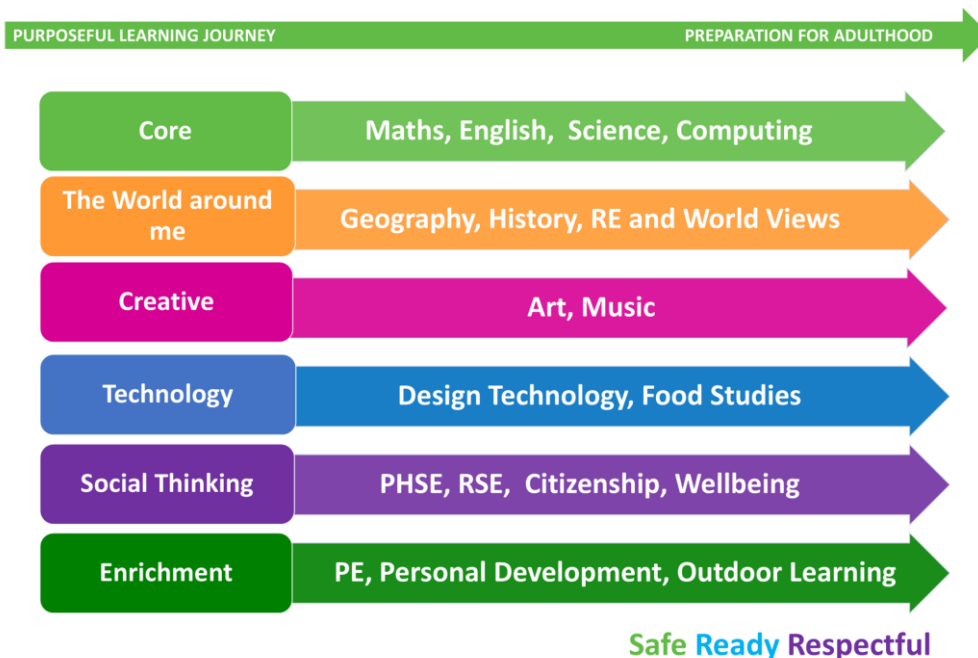
**Living Values – Kindness, Friendship, Honesty**

**Learning Values – Responsibility, Resilience, Respect**



Our Curriculum is designed to provide a broad and balanced curriculum to pupils In Primary (Key Stage 2) and Secondary (Key Stage 3 and 4).

## Primary - Our Curriculum

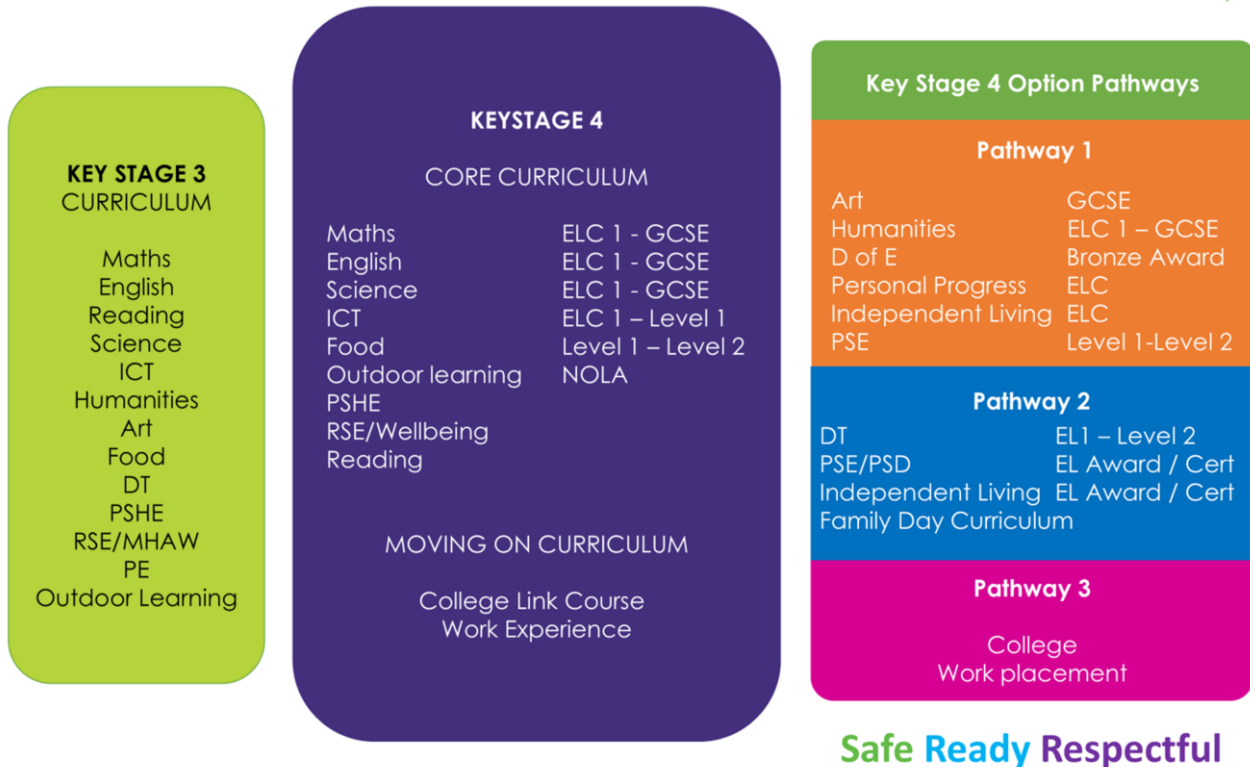


# Secondary - Our Curriculum



PURPOSEFUL LEARNING JOURNEY

PREPARATION FOR ADULTHOOD



## 4. CURRICULUM IMPACT

Our school curriculum:

- ensures that supportive and therapeutic intervention supports engagement and improved outcomes
- is based on National Curriculum definitions of subject breadth and progression wherever possible
- meets the needs of pupils of all abilities including social, emotional and behavioural needs
- prepares students to make informed and appropriate choices at the end of points of transition
- ensures continuity and progression within the school and between phases of education, increasing students' choices during their school career
- provides opportunities for work experience
- helps pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills
- helps pupils to use language and number effectively
- helps pupils understand the world in which they live
- Uses learning outside the classroom to help engage study of cross curriculum themes

- helps pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life
- teaches students how to spend their leisure time imaginatively, independently and co-operatively in formal and non-structured environment
- leads to qualifications that hold currency for employers and for entry to higher education
- develops self-help skills and be aware of the rewards and dangers of society in preparation for adult life

## **5. SUPPORT, INTERVENTION AND THE WIDER CURRICULUM**

### **Specialist Staff**

Our staff are trained in both delivery of the Curriculum, as well as in understanding the specific needs of the pupils in a therapeutic nurturing environment. Staff work closely and in joint collaboration with multi-disciplinary teams including specialist health practitioners, in particular speech and language therapists, occupational therapists, psychotherapists and mental-health professionals, to provide a unique package of support which offers the best possible outcomes for pupils, both educationally and therapeutically. We have high ambitions and aspirations for all pupils to reach their full potential and to be included in school and society. The school recognises the importance of helping pupils with their personal development, to develop problem-solving skills to promote their independence both at school and into adult life.

### **Therapeutic Support and Intervention**

Additional intervention is offered at all stages through group and one to one therapeutic support, according to specific individual needs, and also through a close working partnership between home and school. We have access to a range of Therapeutic Support including Speech and Language Therapy, Occupational Therapy, Psychotherapy, Arts Psychotherapy and Psychology. To take account of the differences and range of cognitive ability, preferred learning styles and learning needs all staff at Groveside School will adapt tasks, provide a range of resources, develop extension work, provide for a variety of learning styles and environments, set individual goals, provide different levels of support and offer a variety of ways for learners to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs and IEP targets are also crucial. At Groveside School we are committed to meeting the needs of each child as they are expressed in their Educational, Health and Care Plan.

### **Gifted Pupils**

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject areas and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them.

Such provision includes planning classroom-based work which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations and external visits. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupil's records of achievement.

## Social, Moral, Spiritual and Cultural Education

We are committed to developing our students Social, Moral, Spiritual and Cultural Education. As part of our curriculum, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson visits and the quality assurance of the curriculum.

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

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. The schools "Living and Learning" values combined with our classroom expectations of Safe, Ready, Respectful should reflect, reiterate, promote the character development of all, recognise progress and provide opportunities to celebrate pupil's achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible.

## Fundamental British Values

Groveside School actively encourages pupils 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, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at Groveside School, however, are also explicitly taught through assemblies, PSHE, RSE, and our Social Thinking curriculum and through the pupils taking an active role in the school council. Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens;
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government;
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours;
- An understanding of the problems of identifying and combating discrimination.

## Protected Characteristics in the Curriculum

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. The 'protection' relates to protection from discrimination. At Groveside School it is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for, a diverse range of people.



We aim to reduce and remove inequalities and barriers that may already exist. No child should be disadvantaged. Curriculum opportunities are planned to show positive role models who have overcome barriers in order to achieve. This could include celebrating athletes who have triumphed over barriers and inequalities and celebrating the work and achievements of individuals from a range of different backgrounds, ages, ethnicities and genders who have achieved great successes.

We foster positive attitudes and relationships both inside and outside school. We play an active part in our community and work closely with parents and carers who are invited into school at regular opportunities to share in learning experiences and celebrate achievements.

At Groveside School we follow the principles of Safer Recruitment and observe good equalities practice in staff recruitment, retention and development, offering equal opportunities for all. Our staff are appointed regardless of age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

### **Work Experience, Vocational and Careers Guidance**

Groveside School endeavours to provide all pupils with a range of opportunities to participate in a workplace environment. Careers education and guidance are taught through timetabled Careers Lessons during form time and PSHE, Independent Living, Economic wellbeing, and Skills for employment curriculum. All pupils have access to tailored and external guidance.

In Key Stages 2/3/4 the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. All 14+ pupils are provided with opportunities to engage in practice interviews and liaise with external guidance. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for sixth form, college and apprenticeship placements whilst in their final year.