



Curriculum and early years policy

Updated January 2020

Please note, the school curriculum is currently under revision, and this policy will be further updated in line with curriculum development.

Rationale

George Hastwell's curriculum comprises the planned activities we organise in order to promote learning, personal growth and development. It includes not only the requirements of the National Curriculum, Early Years Foundation Stage and accreditation programmes, but also the specialist strategies we use to meet the needs of the pupils in our care and to foster effective learning. We also take into consideration what the pupils learn from the way they are treated and expected to behave.

We seek the highest standards of achievement for all our pupils, and we also value the breadth of the curriculum that we provide. We aim to foster creativity, and to help young people become independent learners. We also try and make learning fun.

Values

The curriculum is underpinned by our school vision and our GHS Values:

School vision:

“An enriching journey to individual success”.

George Hastwell School is a safe and creative learning community where everyone achieves and is valued.

We will fulfil this vision through:

- Being a happy place where learners feel safe to challenge themselves and develop their independence to its full potential.
- An individualised, creative curriculum which fosters the pupils' love of learning.
- Treating the pupils as individuals with consistent support.

GHS Values:

- Respect
- Fairness
- Kindness
- Pride
- Responsibility
- Resilience

We seek to promote and uphold our vision and values across the whole school curriculum.

- We value our pupils' uniqueness, we listen to the views of individual pupils and we promote respect for diverse cultures.
- We value the Spiritual, Moral, Social and Cultural development of each person.
- We value the importance of each person in our community, and we organise the curriculum to promote inclusion, co-operation and understanding amongst all members of our community.
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are, and we treat them with fairness and honesty, encouraging them to treat both adults

and their peers with equal respect. We want to enable each person to be successful, and we provide equal opportunities for all of our pupils.

- We will strive to meet the diverse needs of all our pupils, and adapt the curriculum to cater for these.
- We work in partnership with other professionals who provide specialist advice.
- We value our environment, and we aim to teach our pupils how we should take care of the world, not only for ourselves, but also for future generations.
- Our school curriculum promotes Fundamental British Values and supports our Child Protection Policy.

Aims

The aims of our curriculum are:

- To enable all pupils to learn and develop appropriate skills in line with their cognitive ability.
- To promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning.
- To develop each pupil's communication skills to enable effective communication with their peers and with adults.
- To develop the basic skills of literacy, numeracy and ICT in line with their developmental level.
- To enable pupils to be creative and develop their own thinking.
- To raise pupils' aspirations for life.
- To teach pupils about the developing world, including how their environment and society have changed over time.
- To foster interest on other languages and cultures.
- To help pupils understand Britain's cultural heritage and British Values.
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.
- To teach pupils to have an awareness of their own spiritual development, and to distinguish right from wrong.
- To develop in pupils a sense of truth and fairness.
- To develop respect self-esteem, and to live and work co-operatively with others.
- To develop emotional resilience through a range of strategies to promote calmness and readiness to learn.
- To keep pupils safe, supporting our Child Protection Policy and the Prevent agenda.

Curriculum and the Early Years

The early years of education (or Foundation Stage) refers to children under the age of 5 and to all children in the reception year.

Children can enter George Hastwell from 2 years of age, but most commonly join the early years provision school between 3 and 5 years of age. Reception pupils attend George Hastwell full-time (unless there is a dual placement arrangement with another local provider). Nursery pupils attend school for 15 hours per week. This is usually organised into a block of 3 days.

Pupils are placed at the school by the Local Authority as the most appropriate placement to meet their severe or profound learning difficulties and other associated needs.

Early Years and Key Stage 1 pupils are usually grouped in the same class group, and due to the developmental stage of the pupils, the whole class is run on Early Years principles.

The curriculum is based on the Early Years Foundation Stage Framework (EYFS) and is concerned with the physical, social, emotional, aesthetic and intellectual development of the individual child. At George Hastwell there is a particular emphasis on developing the children's communication skills, with a range of strategies available to foster a total communication environment.

Early Years Philosophy

In the Foundation Stage children learn best through play-based activities and first-hand experience. In the Foundation Stage we support the pupils to fulfil their potential regardless of their background, race, gender, disability or medical needs. We use the children's own interests wherever possible as a starting point for planning activities and experiences. Children develop in independence through the provision of a balanced of child-initiated and adult-led experiences.

In Early Years we strive to:

- Provide a happy, caring, safe and secure learning environment for learning, which meets the individual needs and interests of the children.
- Develop warm and secure relationships between children and adults.
- Provide a high quality curriculum in line with the Development Matters in the Early Years Foundation Stage Framework.
- Help the children to become aware of moral and social values.
- Develop a sense of calmness and readiness to learn.
- Encourage active learning through first-hand experiences both in indoor and outdoor play, and through both verbal and non-verbal communication.
- Increase children's self-motivation and independence with a positive attitude to learning.
- Value the cultural diversity within the local and wider community.
- Foster positive home-school links and share a common sense of purpose with parents.

Equal opportunities

In Early Years education we need to be aware that children are still young and forming their ideas about the world. This is especially the case in the early years pupils at George Hastwell, who have significant learning difficulties and associated needs. Therefore opportunities will be given to promote a positive view of gender differences and similarities and an appreciation of the multi-cultural society in which we live.

All children will have access to a range of equipment to meet their special educational needs and to enable them to make positive progress.

The Foundation Stage

The content of the curriculum within the early years provision is set out within the EYFS Framework. Guidance is given on effective learning and teaching through the seven areas:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Numeracy
- Expressive Arts
- Understanding the World

Because of the special educational needs of the children at George Hastwell, it is unlikely that they will achieve the Early Learning Goals by the end of the reception year. Therefore Key Stage 1 pupils also follow the Early Years Foundation Stage curriculum.

Staff encourage children to develop the characteristics of learning (playing and exploring, active learning and creating and thinking critically) that provide a base of lifelong learning.

Starting out

The children joining our school come from a variety of backgrounds. For some this may be their first experience of a formal setting, while others have been in pre-school or nursery settings previously. Our aim is to establish a smooth transition into the school.

We do this through a planned transition procedure:

1. Parents / carers visit school, with or without another professional (e.g. nursery staff, school staff, advisory teacher, family worker).
2. Child visits school with parents / carers.
3. George Hastwell staff visit child in current setting.
4. George Hastwell staff attend EHCP review.
5. George Hastwell staff liaise with current setting and parents / carers.
6. Transition visits arranged. These begin accompanied by current staff or parents, and the final visit is usually attended by the child alone.
7. Child commences placement at George Hastwell.

We endeavour to begin placements at the beginning of a school term or a new school year. This procedure applies throughout the school.

Organisation

The EYFS provision at George Hastwell is combined with younger Key Stage 1 pupils. A qualified teacher leads the team of staff, which includes one STA and two or more Teaching Assistants. The size of the staff team depends on the number and needs of the pupils. The typical number of pupils in the class is from 6 to 9.

The classroom has pupil toilet facilities and also assisted changing facilities nearby. There is a small play area outside the classroom and in the front courtyard of the school which the pupils can access during the day and at playtime.

Planned activities engage the children's own interests and staff organise play-based activities as well as more direct adult-led teaching. Because of the needs of the pupils, activities tend to be most heavily adult-led or shared with an adult for the youngest pupils or those with profound needs. The class follows termly themes based on the Dimensions curriculum materials (See Appendix 2).

Children become involved in their own learning, discussing (where possible) what they already know, what they would like to know what they have learned during each theme.

Key Stage 1

As described above younger Key Stage 1 pupils learn alongside their early years peers, following the Dimensions themes. For 2019-20 the older Key Stage 1 pupils are grouped with some younger Key Stage 2 pupils (See below).

Key Stages 1 - 4

Organisation

Classes are taught in key stage groups following a thematic curriculum based on the Dimensions curriculum materials. These indicate which subject topics / content are to be taught in each term and we review these long term plans on an annual basis. Key stage 2 - 4 pupils follow termly themes. (See appendices 3-5 for Dimensions themes).

Through our medium-term and short-term plans we give clear guidance on the objectives and teaching strategies for each theme. We adapt the primary National Curriculum for English and maths throughout key stages 2 to 4, as relevant to the pupils, and also include specific strategies related to each pupil's special educational needs. Science, foundation subjects and cross-curricular English and maths are planned around Dimensions themes, ensuring progression and continuity within these themes, or discrete lessons where necessary. Medium-term and short-term plans also set out learning objectives for each week's lesson, and the learning activities to be completed. Medium-term plans also include relevant EHCP outcomes for each pupil.

Key Stage 4 pupils study ASDAN Transition Challenge, a two-year cross-curricular programme which leads to an externally moderated ASDAN award. This is built into the curriculum via challenges appropriate to the thematic cycle, with a lesson each week focused on building portfolios. More capable Y11 pupils also complete Entry Level Functional Skills exams in English and maths via Open Awards.

Teaching and learning styles

We use a variety of teaching and learning styles according to the age and developmental stage of the pupils. Our principal aim is to develop the pupils' knowledge, skills and understanding, and we do this through a mixture of whole class teaching and individual or group activities. There is a particular emphasis on developing the pupils' communication skills through a range of relevant strategies such as PECS, symbol support, intensive interaction and Makaton signing.

We place an emphasis on active learning by including the pupils in discussion, investigations and problem-solving activities. We encourage pupils to take part in a range of practical activities that promote active citizenship. We also make use of the local community to broaden the pupils' knowledge and experiences and to apply skills in practical settings.

Although the pupils all have severe or profound learning difficulties this spans a wide range of abilities. We seek to provide learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- Grouping pupils by ability within the classroom or using a range of rooms, setting different tasks for each ability group.
- Setting tasks of increasing difficulty - not all pupils complete all tasks.
- Providing resources of different complexity depending on the ability of the pupil.
- Setting common tasks which may be open-ended and can have a variety of responses.
- Deploying teaching assistants to support pupils individually or in groups. Each class has a team of teaching assistants. The number of staff depends on the complexity of the pupils in each class.

In English teaching is adapted from the National Curriculum, taking account of the programmes of study for speaking and listening.

To develop our pupils' communications skills we:

- Encourage them to develop a preferred communication method, verbal or non-verbal, or to support verbal language with assisted and augmentative communication (AAC).
- Give them opportunities to express their ideas to their peers and to adults.
- Give them opportunities to take part in group discussions and drama activities.
- Encourage them to listen and respond appropriately to others.
- Develop the understanding that they need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.

To develop our pupils as readers we:

- Teach them to read using a range of strategies, including phonics.
- Scaffold the reading process with the use of symbols where appropriate.
- For more capable pupils, teach strategies to develop accuracy and fluency.
- Encourage them to read a wide range of fiction and nonfiction books
- Encourage them to read with enjoyment and where possible independently.
- Teach them how to seek information and learn from the written word.

To develop our pupils as writers we:

- Teach them to write for a range of purposes and a range of readers.
- Encourage them to write with interest, commitment and enjoyment.
- Teach a variety of forms such as stories, poems, reports and letters, accounts and reviews
- Show them how to evaluate and improve their own writing.
- Show them how to use punctuation to make a meaning clear to the reader or audience.
- Increase their knowledge of spelling strategies to become confident and accurate spellers
- Where possible, teach a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately
- For some pupils the use of ICT as an alternative to handwriting is used.

Maths is adapted from the National Curriculum and is taught in discrete lessons and applied cross the curriculum:

- Direct teaching and interactive oral work with whole class, groups and individuals.
- A balance of mental maths, written work to practise new concepts and problem-solving.
- Differentiation to enable pupils to be working at an appropriate level in order to make effective progress.
- Assessment for learning to allow both children and teachers to monitor pupil progress

We teach the foundation subjects and science in a cross curricular way using the Dimensions curriculum materials. This means that, for example, a class may concentrate in one term on a History theme and switch to greater emphasis on Geography in the next term. Some themes have a science focus, but all themes have a science element. (See Appendices 3, 4 and 5 – Dimensions thematic cycles)

Other examples of coverage of the foundation subjects are:

- Modern Foreign Languages - Key Stage 3 pupils have a dedicated Spanish lesson each week. There are also opportunities to build in modern foreign languages into themes and class routines, for example Key Stage 2 pupils are taught elements of Polish via a teaching assistant.
- Geography - classes take part in regular learning within the community, for example accessing shops, the beach, Furness Abbey and, further afield, the Lake District.

We develop the pupils' emotional resilience through our emotional resilience strategy. This includes:

- Massage in Schools;
- Drop-in SERIS sessions for identified pupils;
- Chill Skills led by an external practitioner.

Sixth Form

Sixth Form students are educated in ability-led groups based in two form groups. However, to promote inclusion there are several lessons across the week in which students take part with their peers in mixed ability groups.

The Sixth Form curriculum is based upon:

- progress towards accreditations and awards, including ASDAN Towards Independence; ASDAN Personal Development at Bronze, Silver and Gold levels; Entry-level English, maths and ICT, and an Entry-level qualification in Employability;
- work-related learning and work experience;
- transition and college links;
- recreational opportunities and physical development.

Through the week students take part in discrete English, maths and PSHE lessons, and also employability studies for students just below Entry Level 1, with the Employability qualification for students working at Entry Level 2 and above.

Other lesson focus on the ASDAN personal development programme, which is a cross-curricular programme leading to awards at Bronze, Silver and gold levels based on hours of study and challenges completed. Students with profound and complex needs complete the Towards Independence programme via an individualised approach which is tailored to the pupils' needs and interests.

Students also take part in blocks of work experience, which is increasingly individualised, and the school has strong links with Furness College, where students attend a catering course which contributes towards ASDAN challenges. In addition, students take part in two physical activity options during the week, which include swimming, attending a local gym, multi-sports and games such as boccia. Steps to Independence focuses building independence skills in the local community, for example through taking part in travel training using public transport.

We develop the students' emotional resilience through our emotional resilience strategy. This includes:

- Chill Skills led by an external practitioner;
- Meditation;
- Drop-in SERIS sessions for identified students;
- Targeted support for individual student via outside agencies.

Sixth Form teachers complete SOLAR assessments in Functional Skills for Entry Level students, and in English, maths and PSHE via GHS Steps for less capable students. All of the ASDAN programmes plus the Entry Level accreditations are externally moderated.

See Appendix 6 – 6th Form curriculum map.

The Curriculum and Inclusion (see also SEND policy)

The curriculum at George Hastwell School is designed to be accessed by all pupils who attend the school. It is necessary to modify the content of the curriculum and pupils' access to the curriculum in order to meet their special educational needs.

Core skills

The school considers the core skills for George Hastwell pupils can be divided into the following areas:

- Personal and social development
- English, including communication
- Maths

The timetable provides daily opportunities for the pupils to focus on these key areas of the curriculum in short (30 minute) dedicated lessons. This is to ensure:

- sufficient coverage in key areas
- pupils make accelerated progress in PSHE, English and maths
- there is timetabled opportunity for communication programmes and catch up schemes
- core skills are tailored to the needs of individuals and groups of pupils
- improved precision of planning for individual pupils

The remaining three lessons of the day are 50 minute sessions to provide a range of other subjects, plus extended English and maths lessons.

Core skills lessons may include the following, adapted to the needs of individuals and groups of pupils.

Personal and social development

- Emotional resilience - Massage in Schools, Chill Skills, special yoga, SERIS, restorative practice
- Emotional regulation - e.g. sensory programmes
- PSHE
- IEP targets drawn from EHCP outcomes
- Physiotherapy programmes on the advice of the physiotherapist
- Self-help - e.g. feeding, dressing, life skills

English

- Communication - e.g. PECS, symbol support, Makaton signing, intensive interaction, on-body cues
- speaking and listening programmes as a result of agreed interventions at pupil progress reviews or via the speech and language therapist
- phonics, including Snappy Lessons
- focused reading
- handwriting

Maths

- Mental and oral maths
- Maths catch up programmes

Core skills in EYFS

Core skills for pupils in the Early Years Foundation Stage focus on the EYFS prime areas and are timetabled into the 30 minute lessons across the week:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Numeracy

As each pupil and class group will have a distinct core skills offer, planning for core skills is presented on individual pupil's core skills planning sheet.

Assessment (See also Teaching and Learning Policy)

Teachers assess pupils' work through observation during lessons and through more formal written methods. Teachers assess the progress made by pupils against the learning objectives of the lesson and use this in order to plan future work. Teachers may give oral or written feedback to the pupil to inform future progress. Older and more confident pupils are encouraged to make judgements about how they can improve their own work. Formal assessments in English, Maths, PSHE and science are recorded on the online tracking system, SOLAR, which is regularly reviewed by the assessment manager and headteacher. Records are used to enable the teacher to make an end of year report to parents and contributes to each pupil's annual review, and information is passed onto the next teacher at the end of Key Stage.

The role of the subject leader

The role of the subject leader in general is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor subject planning and ensure curriculum entitlement;
- monitor and evaluate pupils' progress in the subject area;
- liaise with governors and keep them up-to-date with current practice;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each week as part of their PPA time, plus additional time where required, so that they can carry out their duties. It is the role of each subject leader to keep up-to-date with developments in their subject, at both national and local level. They monitor the curriculum map

for their subject ensuring that there is continuity and progression across the school. They are increasingly involved in work scrutiny and lesson observations.

Health and safety (see also health and safety policy)

At all times pupils are encouraged to consider their own safety and the safety of others but there are specific subjects where health and safety issues are key. A rolling programme of risk assessments is implemented to ensure staff are kept aware of potential issues. In addition the following apply:

In ICT it is important that care is taken with:

- establishing appropriate working conditions;
- checking the lighting in the room;
- providing alternative activities in long sessions;
- being aware of any health issues which may be triggered by the monitors;
- encouraging good posture and positioning;
- general electrical safety.

In PE we expect pupils to change into the agreed clothing for each activity area, and that teachers set a good example by wearing appropriate clothing when teaching PE. Jewellery should not be worn for any physical activity.

Resources

Most resources to support the teaching of curriculum areas are stored centrally in various locations in the school, and a smaller amount in classroom bases. Subject leaders monitor the resources for their subject area.

P.E. equipment is held in the P.E. store off the school hall. The hall itself contains a range of large apparatus and we expect older pupils to help set up and put away this equipment as part of their work, so enabling the pupils to handle equipment safely. The pupils use the school playground and school field for games and athletic activities, and the swimming pool in either Barrow or Ulverston for swimming lessons, from upper KS1 to Sixth Form.

Working with other professionals

At George Hastwell arrange of professionals contribute to the curriculum of groups and individual pupils. These include:

- Music therapist: provides individual and group music therapy sessions based on communication and emotional regulation.
- Speech and language therapist: assesses and provides advice with regards to individual pupils, including the use of specific communication strategies and technology.
- Speech and language therapist: liaises with the SENCO with regards to whole school communication strategies, such as speaking and listening programmes.
- Physiotherapist: provides advice and support with regards to individual pupils' physical development.
- Occupational therapist: provides advice and support with regards to access to activities for individual pupils.
- Educational psychologist: provides assessment and advice with regards to learning strategies for individual pupils.

- Specialist advisory teachers: provide advice and guidance on sensory impairment or behaviour for individual pupils.
- Community learning disabilities nurse (children's team): provides support for families and pupils and liaises between home and school re consent approaches.
- Community learning disabilities nurse (children's and adults' teams): provide 1:1 support for a number of older pupils on emotional issues, provide advice and guidance on emotional strategies.
- Community nursing teams: provide training and advice for staff and parents on specific health issues related to long-term conditions and the administration of medication.
- Inspira: provide advice and guidance for pupils and families on possible college placements and career aspirations. Attend annual reviews, organise visits to prospective colleges for individual pupils, and accompany pupils on such visits.
- Transition worker: provides advice and guidance for pupils and families on transition to adulthood and possible social care options. Attends annual reviews, organises out of school work experience for individual pupils.
- Chill Skills advisor - provides Chill Skills sessions for class groups to develop appropriate strategies for managing emotional resilience.

Monitoring and review

Monitoring of the standards of pupils' work and the quality of teaching and learning is the responsibility of the SLT working with subject leaders. The SLT examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders are increasingly involved in work scrutiny and lesson observations. Subject leaders also have the responsibility for monitoring the way in which resources are stored and managed.

The local governing body's Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented. Termly meetings enable feedback from the headteacher and subject leaders about the development of the curriculum and the progress of pupils.

The headteacher is responsible for the day-to-day organisation of the curriculum. Medium-term plans for all teachers are monitored, ensuring that all classes are taught a broad and balanced curriculum, and that lessons have appropriate learning objectives.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Complaints about the curriculum

Any complaint about the curriculum should be addressed to the headteacher in the first instance, as per the school complaints procedure. If the issue continues to a formal complaint involving the appeals process this will be heard by a committee of the local governing body.

This policy should be read in conjunction with:

- Teaching and learning policy
- Marking and feedback policy
- Behaviour policy

- SEND policy
- Child Protection Policy
- Emotional resilience strategy
- Health and safety policy

Appendices

1. Subject aims and objectives
2. EYFS/KS1 Dimensions thematic cycle
3. KS2 Dimensions thematic overview
4. KS3 Dimensions thematic overview
5. KS4 Dimensions thematic overview
6. Sixth Form curriculum map

Appendix 1

Subject aims and objectives

English

The aims of English are:

- to acquire communication and literacy skills to enable a child or young person to communicate and interact with others throughout their life.
- to communicate effectively through speech or non-verbal means.
- to develop their writing skills.
- to listen to others.
- to create enthusiastic and responsive readers, with a good degree of fluency for our most capable pupils, who can learn and gain pleasure from the written word.

Communication

There is a specific focus at George Hastwell on developing the pupils' communication skills. We achieve this through:

- adapting our verbal language in terms of the complexity and amount of language use, and allowing take up time;
- use of intensive interaction with pupils with profound and complex needs, to establish the fundamentals of communication;
- teaching the stages of PECS to pupils with minimal verbal communication skills as an alternative to and supplement for speech;
- symbol support to promote understanding of verbal and written language and positive behaviour;
- the use of Makaton signing to support speech;
- an increasing use of assistive technologies;
- the use of objects of reference for pupils with profound and complex needs;
- low-tech non-verbal cues such as eye-pointing;
- the introduction of on-body cues for a small number of pupils with profound needs.

Maths

The aims of mathematics are:

- to promote enjoyment and enthusiasm for learning through practical activity, exploration and discussion;
- to promote confidence and competence with numbers and the number system;
- to develop the ability to solve problems through decision-making and reasoning in a range of contexts;
- to develop a practical understanding of the ways in which information is gathered and presented;
- to explore features of shape and space, and develop of measuring skills in a range of contexts;
- to understand the importance of mathematics in everyday life.

Music

The objectives of teaching music at George Hastwell are to enable pupils to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;
- express themselves through the medium of music;
- develop confidence, self-esteem and enjoyment through participation in musical performance;
- enjoy inclusion in the whole school and wider community.

Modern Foreign Languages

The main objective of teaching a modern foreign language at George Hastwell is to introduce pupils to another language in a way that is enjoyable, promoting for some the early development of linguistic competence. We also aim to:

- foster an interest in learning other languages;
- make pupils aware that language has structure, and that the structure differs from one language to another;
- help the pupils develop their awareness of cultural differences in other countries;
- develop their speaking and listening skills;
- lay the foundations for future study.

Art

The aims of Art and Design are:

- to enable pupils to record from first-hand experience and from imagination, and to select their own ideas for use in their work;
- to develop creativity and imagination through a range of activities;
- to improve pupils' ability to control materials, tools and techniques;
- to increase their critical awareness of the roles and purposes of Art and Design in different times and cultures;
- to develop increasing confidence in the use of visual and tactile elements and materials;
- to foster an enjoyment and appreciation of the visual arts and a knowledge of artists, craftspeople and designers.

PSHE

The aims of personal, social, health education and citizenship are to enable the pupils to develop:

- understanding of what constitutes a healthy lifestyle;
- awareness of safety issues;
- respect for others;
- independence skills
- a sense of responsibility;
- self-confidence and self-esteem;
- the ability to make choices, especially for our older pupils regarding personal and social issues;
- good relationships with other members of the school and the wider community.

History

The aims of history at George Hastwell are:

- firstly, to develop a basic understanding of time as applied to their own routines and everyday lives;
- to foster in pupils an interest in the past;
- to enable pupils to know about significant events in British history and to appreciate how things have changed over time;
- to develop a sense of chronology;
- to study some aspects of European and world history;
- help pupils understand society and their place in within it, so that they develop a sense of their cultural heritage;
- to develop in older pupils the skills of enquiry, investigation, analysis, evaluation and presentation.

Geography

The aims of geography at George Hastwell are:

- to help pupils to make sense of their surroundings;
- to give pupils a knowledge of the wider world at large;
- to develop a sense of responsibility for the care of the Earth and its people;
- to become aware that geography is about change;
- to become aware how humans interact with each other and with their environment;
- to give opportunities to use a range of geographical resources and, in doing so, to help develop a range of geographical skills.

Science

Our aim in teaching science is that all pupils have the opportunity to:

- retain and develop their natural sense of curiosity about the world around them;
- develop a set of attitudes which will promote scientific ways of thinking;
- recognise the importance of teamwork;

- develop an understanding of scientific method including observation, hypothesis, the design of a fair test, drawing conclusions and evaluating of evidence;
- communicate scientific ideas, facts and data;
- build up a body of scientific knowledge and understanding ;
- ask and answer scientific questions;
- plan and carry out scientific investigations;
- develop understanding of the life processes of living things;
- develop understanding of the physical processes of materials, electricity, light, sound and natural forces;
- develop knowledge about the solar system, including the Earth.

Design and technology (DT)

Our aims in the teaching of Design and Technology are:

- to develop designing, making and evaluation skills;
- to give opportunities to nurture creativity;
- to enable pupils to reflect on and evaluate final products in order to improve the quality of their work;
- to develop understanding of technological processes, products and their manufacture and how they contribute to our society;
- to develop a deeper understanding of materials and components, mechanisms and control systems, structures, existing products, quality and health and safety.

Food technology

The aims of food technology at George Hastwell are:

- to explore a range of food products and ingredients through the senses;
- to taste new foods;
- to develop an understanding of hygiene and safety practices;
- to explore and produce food products;
- to develop an understanding of healthy eating;
- to select and prepare ingredients for a recipe;
- to develop a range of basic cooking skills;
- to transfer skills and knowledge to influence students to make enjoyable, nutritious choices;
- to prepare pupils for later life in supported or independent living.

Computing

Our aims in teaching Information and Communication Technology (ICT) are:

- to raise standards in the teaching and achievement of all pupils, in all curriculum areas;
- to develop practical skills in the use of ICT and the ability to apply these skills to the solving of relevant and worthwhile problems;
- to understand the capabilities and limitations of ICT both in and out of the school environment and the implications and consequences of its use;
- to explore ICT and computer use in the wider world.

E-safety

At George Hastwell we aim to create a culture of safe and responsible technology usage. The internet offers freedom and, with increased accessibility to new technologies, all pupils are more active online than ever before. This increased freedom can lead some people to behave in ways that they would not behave in public. They might:

- say things on a status update, post or tweet they would never say face-to-face;
- some people may also give out personal information about themselves or others ;
- be vulnerable to the unwanted attention of others.

Through our curriculum we aim to equip the children with the skills to stay safe when using new technologies

P.E.

The objectives of teaching PE in our school are:

- to enable pupils to develop and explore physical skills with increasing control and coordination;
- to encourage pupils to work and play with others in a range of group situations;
- to develop the way pupils perform skills, and apply rules and conventions, for different activities;
- to show pupils how to improve the quality and control of their performance;
- to teach pupils to recognise and describe how their bodies feel during exercise;
- to develop the pupils' enjoyment of physical activity through creativity and imagination;
- to develop an understanding in pupils how to succeed in a range of physical activities, and how to evaluate their own success.

R.E.

The aims of religious education are to enable young people to be:

- **Enquiring**: that pupils develop curiosity about life and are willing to ask questions about religions, beliefs and values;
- **Informed**: that pupils develop the skills and attitudes that enable them to be well informed about the religions and beliefs;
- **Reflective**: that pupils develop the ability to reflect on and express their own views while thinking about other people's beliefs and values.
- **Expressing**: that pupils develop the confidence and ability to express respectively their knowledge, understanding and views.

Forest School

We aim to give each class a series of Forest School lessons across the year, led by our Forest School practitioner. The principles of Forest School are:

- 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
- 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

6. Forest School uses a range of learner-centred processes to create a community for development and learning.



Appendix 2

**CURRICULUM THEME CYCLE
EYFS / KEY STAGE 1**

	CYCLE A	CYCLE B
AUTUMN 1	Family Fortunes	Toytown
AUTUMN 2	Come and join the celebration	The spirit of Christmas
SPRING 1	Over the Rainbow	Under the Sea
SPRING 2		
SUMMER 1	If you go down to the woods today...	Ticket to Ride
SUMMER 2		

Appendix 2**CURRICULUM THEME CYCLE
EYFS / KEY STAGE 1**

	CYCLE C	CYCLE D
AUTUMN 1	Home Sweet Home	Blast Off!
AUTUMN 2		The Spirit of Christmas
SPRING 1	Once Upon a Time	Jurassic Park
SPRING 2		
SUMMER 1	Animal Crackers	What a Wonderful World!
SUMMER 2		

Appendix 3 - CURRICULUM THEME CYCLE (KS2)

	CYCLE A	CYCLE B
AUTUMN 1	<p>Pirates! <i>Speed, Sound, Motion / Continents and Oceans</i> Science and Technology / Place and Time</p>	<p>Paddington's Passport <i>UK and Contrasting World Location</i> Place and Time</p>
AUTUMN 2	<p>Come and Join the Celebration <i>Festivals and Key Events</i> Expressive Arts</p>	<p>The Spirit of Christmas <i>Traditions and Customs around the World</i> Place and Time</p>
SPRING 1	<p>Neighbourhood Watch <i>Our Local Area</i> Place and Time / Science and Technology</p>	<p>The Famous Five <i>Famous People and Events</i> Place and Time</p>
SPRING 2		
SUMMER 1	<p>Happy Families <i>Changes to our way of Life</i> Place and Time</p>	<p>Here Comes the Sun! <i>Light</i> Science and Technology</p>
SUMMER 2		

Appendix 3 - CURRICULUM THEME CYCLE (KS2)

	CYCLE C	CYCLE D
AUTUMN 1	<p>Whatever the Weather <i>Everyday Materials, Seasonal Change</i> Science and Technology</p>	<p>Where the Wild Things Are <i>Living Things, Humans and Animals</i> Science and Technology</p>
AUTUMN 2	<p>Come and Join the Celebration <i>Festivals and Key Events</i> Expressive Arts</p>	<p>The Spirit of Christmas <i>Traditions and Customs around the World</i> Place and Time</p>
SPRING 1	<p>Never Eat Shredded Wheat! <i>Food, Maps, Human / Physical Features</i> Place and Time</p>	<p>Fairies and Frogs <i>Exploring stories through the arts</i> Communication / Expressive Arts</p>
SPRING 2		
SUMMER 1	<p>How does your Garden Grow? <i>Plants, Living things in their Environment</i> Science and Technology</p>	<p>Beside the Seaside Place and Time</p>
SUMMER 2		

	CYCLE A	CYCLE B	CYCLE C
AUTUMN 1	Let's Walk the Timeline: It's all Greek to Me! <i>Ancient Greece</i> Place and Time	May the Force be With You <i>Forces and Magnets</i> Science and Technology	From Out of the Shadows... <i>Sound, Light and Electricity</i> Science and Technology
AUTUMN 2	Come and Join the Celebration <i>Festivals and Key Events</i> Expressive Arts	The Spirit of Christmas <i>Traditions and Customs around the World</i> Place and Time	Come and Join the Celebration <i>Festivals and Key Events</i> Expressive Arts
SPRING 1	Green Fingers <i>Plants</i> Science and Technology	Let's Walk the Timeline: "Ug!" <i>Stone Age to Celts</i> Place and Time	Rocky the Findosaur <i>Rocks and Fossils / States of Matter</i> Science and Technology
SPRING 2			
SUMMER 1	Three Giant Steps... <i>Locality, UK and Beyond</i> Place and Time	Window on the World <i>Environments</i> Place and Time	When Mickey met Wallace <i>The Story of Animation</i> Expressive Arts / Place and Time
SUMMER 2			

APPENDIX 5 - CURRICULUM THEME CYCLE - KS4

	CYCLE A	CYCLE B
AUTUMN 1	Abracadabra! <i>Materials - Properties and Behaviour</i> Science and Technology	A World of Cracking Ideas! <i>Inventions and Developments</i> Science and Technology / Place and Time
AUTUMN 2	Come and Join the Celebration <i>Festivals and Key Events</i> Expressive Arts	The Spirit of Christmas <i>Traditions and Customs round the World</i> Place and Time
SPRING 1	That's Life Episode 1and 2 <i>Life and Living Things in the Environment</i> Science and Technology / Place and Time	Spaced Out! <i>Earth and the Solar System</i> Science and Technology
SPRING 2		
SUMMER 1	Walk Like an Egyptian <i>Ancient Civilization</i> Place and Time	Location, Location, Location <i>Our Locality</i> Place and Time
SUMMER 2		

Appendix 6a: Sixth Form curriculum map

National Curriculum Core Subjects and Employability Programme of Study

Half Term:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1 # of Weeks:		7 Weeks	7 Weeks	7 Weeks	6 Weeks	5 Weeks	7 Weeks	
English	Year 1-3					Revision for FS Exams Practice papers FS English Exam - Reading - Writing - Speaking & Listening		
	Year 1-3	Vocabulary <2 Number Addition/ Subtraction	Multiplication	Division	Fractions Ratio & Proportion 4< +Algebra	Geometry- Properties Position & Direction 2< (3D) +Statistics		
Maths		Money	Time	Length Weight	Capacity Temperature	Revision for FS Exams Practice papers FS Maths exam		
PSHE & Citizenship	Year 1	Economic Wellbeing	Finance	Political System – Our Government	Drugs and Alcohol	Crime (Police)	Sex and Relationships	E-Safety
	Year 2	Personal Wellbeing – Self Esteem		Role of the Media	Healthy and Safe Food	Law - Justice System	Sex and Relationships	E-Safety
	Year 3	Conflict Resolution		Diversity in Britain	Becoming a Parent	Communities – Working Together	Sex and Relationships	E-Safety
Employability	Year 1	Health and safety in the workplace		Maintaining work standards	Exploring job opportunities	Communicating with others at work	Portfolio Preparation	Submit Employability portfolios in Yr14 Students to complete work experience placement in Yr14 and complete Learning through work experience unit.
	Year 2	Customer service		Tackling problems at work	Working with others	Learning through work experience	Portfolio Preparation	
	Year 3	Travelling to work		Working with numbers	Rights and responsibilities in the workplace	Planning and reviewing learning	Portfolio Preparation	

Appendix 6: Sixth Form Curriculum map

ASDAN Personal Development Programme Programme of Study

(1-2 CREDITS EACH HALF TERM) 1 (B) Challenge or 4 (A) Challenges = 1 CREDIT

Underpinned values and skills: Independence, Communication, Thinking and Problem Solving, Self-care, Coping strategies, Self-belief, Self-confidence, Self-esteem

Half Term: Year 1 # of Weeks:		Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 7 Weeks	Spring 2 6 Weeks	Summer 1 5 Weeks	Summer 2 7 Weeks
Annual Events/ Occasions		Transition Harvest	Christmas	Residential	Easter Drama	Big Swim	Sports
Cycle A	Module	Module 1: Communication	Module 9: Science & Technology	Module 4: Home Management *	Module 5: Environment	Exams / Accreditation Portfolio Preparation	Exams / Accreditation Portfolio Preparation
	Subject Focus	Problem solving, teamwork	ICT, Engineering, Design	Life skills, self-care, responsibilities	Geography, science, natural world		
	ASDAN Challenge/s	1, 3, 8, 9	2	1,4,5,6,9	1,3,4,6		
Cycle B	Module	Module 10: The Wider World	Module 6: Number Handling	Module 7: Health & Survival *	Module 2: Community	Exams / Accreditation Portfolio Preparation	Exams / Accreditation Portfolio Preparation
	Subject Focus	Diversity, Languages, Cultures	Life skills, Personal finance	Outdoor Education, First Aid, Personal Care	Citizenship, Research		
	ASDAN Challenge/s						
Cycle C	Module	Module 12: Beliefs & Values	Module 8: World of Work	Module 11: Expressive Arts	Module 3: Sport & Leisure	Exams / Accreditation Portfolio Preparation	Exams / Accreditation Portfolio Preparation
	Subject Focus	Religious studies, Moralties, Emotions	Further education, Work related learning	Creativity, Art & Design, Music, Drama, Expression	PE, Health & fitness, Personal development		
	ASDAN Challenge/s						
Additional Challenges		College: Catering*		Forest Schools*			
		4:A (2) 4:A (7) 4:A (10) 7:A (1)	4:B (4)	7:B (7) Forest school diary			

