Curriculum Policy 2025/26

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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1.   Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a

result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout the school day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2. Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.

- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.

- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.

- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.

- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.

- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.

- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.

- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.

- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.

- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.

- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.

- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.

- Provide colleagues with subject expertise, advice, and resources to support teaching.

- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitrng timeline and school development plan.

- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.

- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.

- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.

- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.

- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.

- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.

- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.

- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.

- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.

- Reinforce and model positive learning behaviours and social interaction.

- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.

- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.

- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards , the Education Inspection Framework, and other regulatory statutory requirements.

- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.

- Provide challenge and support to school leaders to ensure continuous improvement.

- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.

- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4.   Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).

- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.

- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.

- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.

- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.

- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.

- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.

- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.

- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.

- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.

- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.

- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5.   Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to the school in order to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers in order to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support pupils whilst in others pre -teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

6.   Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7.   Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-
* Pupil progress data (academic and social emotional, alongside EHCP outcomes).

- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carer surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.

- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.

- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.

- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each school should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-school **Curriculum Policy** (this document).

- Subject-specific and/or phase-specific curriculum statements.

- School Development Plan (with curriculum priorities identified).

- Equality and Inclusion Policy (showing curriculum adaptation).

- SEND Policy and Accessibility Plan.

- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-school **curriculum map / long-term plan** clearly showing each phase and pathway.

- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).

- Medium-term schemes of work for all subjects, showing progression.

- Examples of lesson planning that evidence SEND adaptation and SEMH focus.

- Vocational curriculum pathways (KS4/KS5) including accreditation routes.

- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).

- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).

- EHCP outcome tracking documents.

- Progress data reports (termly and annual) showing pupil achievement.

- Examples of moderated work across key subjects and pathways.

- Accreditation

D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation for SEND.

- Pupil case studies (to show personalised learning journeys).

- PSHE/RSE curriculum overviews.

- Careers programme evidence, including Gatsby Benchmark audit.

- SMSC mapping document (where SMSC is delivered across the curriculum).

- Records of enrichment opportunities (cultural, sporting, community-based).

- Evidence of British Values teaching (schemes of work, displays, pupil voice).

E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.

- Work scrutiny/portfolio samples with feedback.

- Pupil voice evidence (surveys, focus groups, school council minutes).

- Parent/carer feedback surveys and responses.

- Curriculum audits (annual review against ISS).

- Staff CPD logs relating to curriculum and SEMH training.

- External review reports (peer reviews, consultant audits, Ofsted reports).

F. Outcomes and Impact

- Attendance and behaviour data analysis.

- Destinations data (post-16 / post-19).

- Case studies showing progress in SEMH development and independence skills.

- Celebrations of achievement (awards, exhibitions, performances, showcases).

- Governor reports/minutes relating to curriculum oversight.

- Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).

Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.

- Each section should be clearly labelled and updated termly.

- A nominated senior leader (e.g., Deputy Headteacher for Curriculum or Assistant Headteacher for Quality of Education) should oversee its upkeep.

Appendix 2

School Level Curriculum Information

Pathway 1 – based around the core areas of linguistics and mathematics. This is to promote the principle that pupil's knowledge in linguistics and mathematics gives them what they need to access the broad and rich curriculum that we provide.

1.1 The Linguistic Curriculum.
Teaching pupils to be able to communicate in a meaningful way is central to our curriculum. We will continuously encourage pupils to widen their vocabulary and learn to express themselves with confidence and knowledge.

Teaching pupils to read is a priority. We want every pupil to develop a love of reading and become confident, fluent readers. Unity College environment has a wealth of literature for pupils to read based on interests and curriculum end goals with a bespoke lesson allocated to reading on the timetable.

Phonics is taught discreetly using 2 different approaches, dependent on age and social ability. This includes Nessy and Abigail Steel.

English lessons are on the timetable for every pupil. A carefully and sequentially planned curriculum leads pupils to aspirational end points and goals dependent on need. It is expected that all pupils gain a qualification in English by the time they leave Unity College. Accredited qualifications range from Functional Skills to GCSE. The skills and knowledge pupils gain in English lessons is seamlessly promoted in other subjects, for example, reading skills in food technology.

1.2 The Mathematical Curriculum.

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as food technology where pupils use their growing knowledge to, for example, measure or make calculations. Pupils build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that pupils' understanding becomes embedded. Strategies during lessons should encourage pupils to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Pupils growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. All pupils are expected to gain a mathematical qualification before they leave Unity College. Accredited qualifications range from Functional Skills to GCSE.

1.3 The Scientific curriculum.

In Unity College science is a discrete subject on the timetable whilst others may embed science within other topics. In line with the aims of the national curriculum we teach pupils to develop scientific knowledge and conceptual understanding through the specific disciplines

of biology, chemistry and physics. However, we teach scientific understanding and knowledge through a range of other subjects such as food lessons, physical education and personal, social and health education. Unity College supports pupils in gaining qualifications in the scientific curriculum via GCSE qualifications and ELC.

1.4 The Technological curriculum.

A deeply embedded cross-curricular approach as well as in discrete lessons ensures a deep and thorough understanding in the technological curriculum. Design and technology offers opportunities to learn trade and life skills through progressive learning of skills that have been sequentially planned. Subjects such as food skills help pupils to grow their knowledge to create and solve problems in a variety of different contexts.

1.5 The Human and Social curriculum.

It is essential that pupils are given every opportunity to learn how to have strong British Values. Unity College has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance pupils' growing knowledge and personal development Unity College is a member of the PSHE Association and utilises Jigsaw for planning. Therefore, as a taught curriculum it is it strong and pupils growing knowledge is demonstrated. Unity College embeds this curriculum within other planned subjects such as careers, tutorials and humanities. It is essential that pupil's cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities for example, cultural theme days, careers programmes and enrichment opportunities.

Unity College ensures that pupils' emotional needs are met through the delivery of this curriculum area and that links are made to their individual behavioural plans and education, health and care plans. We work closely with other professionals to adapt this curriculum as and when required. The use of Duke of Edinburgh enhances skills and experience in volunteering.

1.6 The Physical curriculum.

Unity College covers the physical curriculum through discrete physical education (PE) lessons and through a diverse range of enrichment activities. PE lessons are planned to give pupils a growing knowledge and confidence in games, gymnastics and sports. Unity College uses external facilities and coaches to also help support the teaching of specialist areas of this curriculum, for example, boxing, golf and canoeing. This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them. The use of Duke of Edinburgh enhances skills and experience in volunteering.
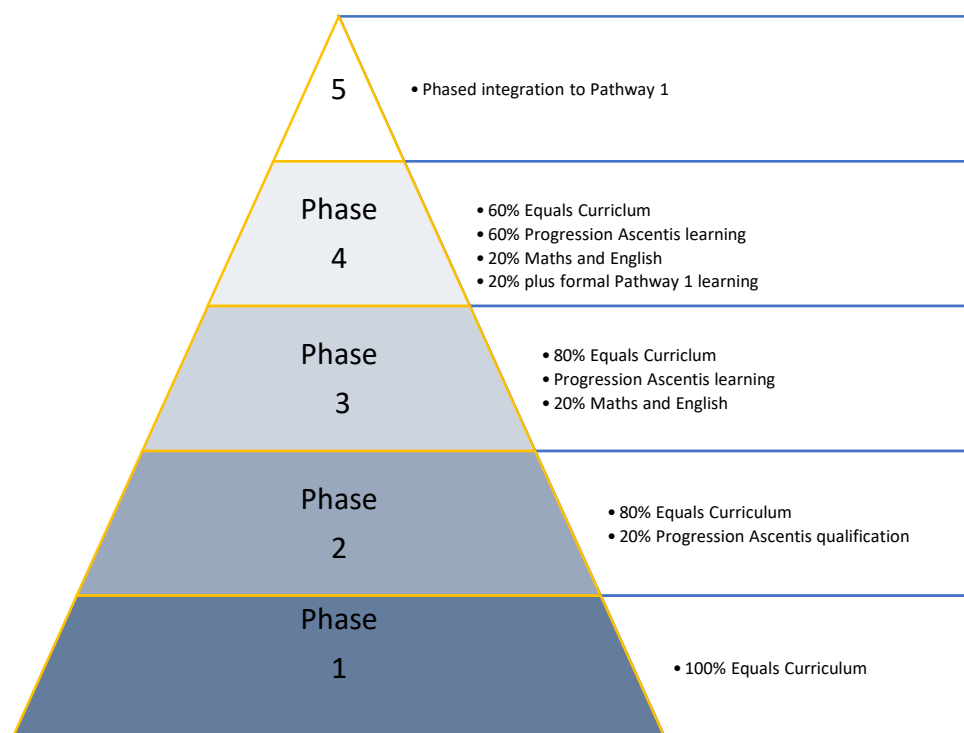
1.7 Aesthetic and Creative curriculum.

Unity College will address this curriculum through discrete art lessons and through a range of other subjects such as English, PSHE, Art and food skills. We also have an extensive range of cross- curricular and enrichment activities that support pupils growing knowledge and

confidence in this curriculum. In art lessons pupils learn about different artists and their techniques and experience the use of different media with a growing expertise. Accredited qualifications include the Trinty Arts Award.

Pathway 2 - The Semi Formal, using the Equals Curriculum develops missed learning depending on need and development but with opportunities to access the National Curriculum, if able.

The Units are taught by a variety of teachers, who's knowledge and experience allows them to introduce National Curriculum subjects into the activities learning, if a child is able. Each child can work through the Phases to ensure that the programme of study is ambitious and these phases link to end of term data collection.

The Phases are illustrated below.

Phase	
5	• Phased integration to Pathway 1
Phase 4	• 60% Equals Curriclum • 60% Progression Ascentis learning • 20% Maths and English • 20% plus formal Pathway 1 learning
Phase 3	• 80% Equals Curriclum • Progression Ascentis learning • 20% Maths and English
Phase 2	• 80% Equals Curriculum • 20% Progression Ascentis qualification
Phase 1	• 100% Equals Curriculum

The Equals Curriculum has overarching themes which are embedded in activities and opportunities in the programme: Communication, Outdoor School, Physical Wellbeing, Independence, Relationships and sex education, art, music, drama, thinking and problem solving, physical and wellbeing and Play & Leisure.

1.8 Communication

The Equals Communication unit of learning is based around the basic premise that communication is, at its core, a fairly simple business, but that 'education' has made it unnecessarily complicated for those with learning and trauma needs. Communication is at the heart of being a social human being, and being a social human being that is at the heart.

Equals Communication argues that we only need three essentials in order to communicate:

> A motivation (a reason) for communicating
>
> A means (a method) of communicating
>
> Someone (a partner or partners) to communicate to

If we can provide all three we can at least provide the basis for teaching communication effectively to all learners.

4.9. Outdoor School

This area of learning promotes independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving; not to mention, having fun!

It exposes learners to emotional and physical risk by taking them outside of their comfort zones both in the environment they find themselves in and the activities they undertake

1.9 Physical and Wellbeing

Physical Well-Being focuses on what it considers to be the four main areas of

- Physical Activities
- PE, Sport, Games and Aquatics
- Mental Health and Well-Being
- Healthy Eating and Healthy Lifestyle

It recognises that the basic point of physical activity is to maximise opportunities for functional movement. It is however, hugely important that we see this as a lifestyle choice and that the emphasis must be on learners choosing to be physically active and remaining so throughout the whole of their lives.

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Staff therefore concentrate on getting learners into good habits so that there is a long-term acceptance, welcoming and enjoyment of the intrinsic benefits of physical activity

1.10 Independence

Cooking is going to be a mixture of skill based learning and process based learning, though the process based learning (that is, learning by 'doing' without any fixed or rigid target) will be more in evidence once the learner has established a sound base of core skills.

Learners are taught and experience a wide range of different skills/cooking activities as possible whatever their cognitive level. Learners may, on occasion, need to cook food for others, not themselves, in order to gain this knowledge and relevant practice. This is also very important in terms of learning about general safety in the kitchen.

Learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.

The basic principle should always be that shopping should, wherever possible, be self-motivational. That is, the learner should have a reason for wanting to go to a shop in the sense that something which is important to the individual learner is purchased in the process of shopping. This may present problems for learners who are (a) not interested in food or (b) cannot eat food, since food 3 shopping will inevitably, often be the main focus.

Travel Training is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be.

1.11 Relationships and sex education

The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives, for which RSE must always be appropriate to pupils' age and stage of development. Equals curriculum believes that these four elements of safety, health, happiness and appropriateness. There are three key elements to SRE, which are include in learning across the curriculum:

1. Acquiring information
2. Developing skills
3. Exploring attitudes and values

1.12 Art

The whole area of study has been subdivided into the sections of Painting, Collage, Printmaking, Sculpture, Drawing, Textiles and Digital Media. The elements of Art; line, tone, shape, space, texture, colour and form are explored throughout.

The ideas that make up this area of learning have been 'graded' into (i) encountering (ii) exploration and (iii) developing understanding.

1.13 Music

Music is developed through encountering, exploring and developing.

Encountering may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; participation in presentation and/or performance.

Exploring may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.

Developing understanding may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.

1.14 Drama

This area of learning is through process based drama. Process based drama is a learning medium – an interactive teaching style that often happens in the classroom, in which issues, themes and possibilities can be explored 'from the inside' through improvisation-based role playing that has a 'living through' quality, practising a life skill in cross-curricular tasks embedded in the drama. Process based drama can provide multi-layered opportunities to promote learning across the curriculum, and to practise and consolidate learning

1.15 Thinking and problem solving

Problem solving in this unit involves four key mental processes that the children will repeat and practise in order to gain long term memory skills that develops their abilities in:

1. Perception
2. Thinking
3. Action
4. Evaluation

Intrinsic within this is the recognition that one needs to improve one's own learning performance through the following areas of learning:

- recognising that problems are usually opportunities to do something different;
- recognising why a task is carried out, what it involves, when it is complete and by extension, when it is incomplete;
- communicating preference and choice;
- recognising personal strengths and weaknesses;
- learning from mistakes and setting targets;
- developing attention and concentration;
- developing self-confidence in one's ability to solve problems and face difficulties.

1.16   Play & Leisure.
This learning in this unit incorporate the functions of play. The learners will:

- experience interaction with others
- learn about social interaction
- practice and develop social communication
- encourage in the making of friendships
- learn new skills in a safe environment
- explore own body and senses
- develop kinaesthetic senses
- explore the surrounding world
- develop a safe understanding of emotions of both self and others
- develop fine and gross motor skills
- develop flexibility of thought
- develop Theory of Mind
- develop Central Coherence

1.17   World About Me
The topics for this unit encompass geography, science, PSHE and SMSC and includes change, food, recycling, weather, digital photography, life cycles of plants and animals, the seasons, festivals, people and water

4.19 Consideration for Protected Characteristics

We are committed to providing equal opportunities in employment for all staff and learning opportunities for all young people, ensuring that we take all possible steps to avoid unlawful discrimination as it relates both to employment practices and the wider school community in accordance with the Equalities Act 2010 and its Protected Characteristics.

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We promote equality of opportunity and diversity effectively. We celebrate the fact that all our learners are unique and special. Young people in our School come from many different backgrounds and will have a mixture of family groups, religious ideas and cultural beliefs. We provide opportunities for our pupils to develop their talents and interests and we respect difference and acknowledge them, and celebrate as a school. We do this through Daily SMSC Speak Freely questions that focus on British values, Safeguarding, Protected Characteristics and PSHE. This allows a forum for children to share their thoughts and to be gently guided if their ideas may not follow the expected learning.

Equality and Diversity and the wider world is embedded into teachers planning and we provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities through lesson planning, displays, competitions and celebrations.

4.20   Consideration for Character Education

Character education is developed through the schools comprehensive use of celebration days each term. We provide a wide range of opportunities to nurture, develop and stretch students' talents and interests. Our pupils learn through guest speakers, Community afternoons, trips and outdoor activities to further link between learning beyond the classroom to subjects and key topics related to British Values, SMSC (Social Moral, Spiritual and Cultural), Prevent and the National Curriculum are embedded into Tutorials. Our curriculum and our school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

At Unity College, our curriculum involves academic learning but with a strong emphasis on supporting difference rather than just compensating for or working around them. We achieve this by embedding our behaviour approaches and rewards systems into every day learning. As a result, our pupils begin to understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

2.   Assessment.

Teachers will assess pupils' knowledge as soon as is practical following their arrival into Unity College and plan individually a range of strategies to meet individual needs. We adopt a range of assessment programmes dependent on the needs of pupils in the school. Same day interventions take different forms.

Due to most children having significant gaps in learning, teachers undertake baselining to help plan their learning paths.

The school tracks a wide area of learning and incudes academic progress, literacy and numeracy practical skills, Physical, Intellectual, Emotional and Social learning, Careers targets and Preparation for Adulthood.

3. Teaching.

Our teachers receive a comprehensive and continuous programme of professional development to ensure they have the knowledge and skills to support pupils in making good and better progress. Pupils are taught in small groups so that teachers can quickly assess and meet needs. Lessons generally start with a pre-learning check to assess how well prior learning is retained in pupils' long-term memory. New knowledge, which links to the prior learning is then taught using the resources and pedagogy best suited to the pupil's needs. Dependent on the subject being taught pupils are then given the opportunity to use what they have learned in independent work, for example through problem solving, debate, creating and creative writing. Senior leaders are involved in the regular quality assurance of teaching in Unity College to ensure that it is always quality first teaching and that the pedagogical approach suits pupils needs.

- Tutor room base for learning – each class have their own dedicated room for all academic lessons and tutorials. This will allow students to have their own desk, with their own belongings, exercise books, specific rewards. This will allow students to feel safe and comfortable within their own space, as well as reduce having to carry heavy bags around school. It is not expected that other students will have use of these dedicated classrooms. For limited optional subjects, such as food tech and art, all students will still visit those rooms, which will also allow them to have a break from one room. It will also allow for tutors to put notices on the boards, specifically relevant for that tutor group.
- Lesson timing – 45 minute lessons times help to reduce wasted time. This will ensure we capitalise on learning opportunities. This will also reduce the amount of movement breaks that can occur, thus reducing traffic in the corridors
- End of day tutorial – this will enable students to do a final check-in with tutors and to ensure that communication is up-to-date. It will also allow tutors to react promptly to deal with any changes scheduled for the next morning and give a chance to review Rewards. This session encourages a calm approach that incorporates social communication skills.

Appendix 3

Example planning document:

Subject: PSHE Scheme of work: KS3 Jigsaw Year 7 Summer 2 **Curriculum content: Dreams and goals – 'How do I feel about becoming an adult?'** **Social and emotional skills are embedded throughout the activities** Created: June 2025 Assessment: Formative and summative feedback through marking stickers						
Week	**Learning Objective**	**Starter Activity**	**Main Activities**	**Plenary and outcome**	**Resources**	**Cross-curricular links**
1	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally	Students to describe what puberty means to them and then go through definition on slide and discuss further	Students to describe some of the changes that occur during puberty and distinguish between males, females or both Puberty on a continuum activity – jigsaw slides Truth or myth cards – students to identify whether statements are true or myths I can express how I feel about the changes that happen during puberty, and that people develop at different rates, and what to do if I am concerned	Recall some new information students have learned	**Jigsaw slides** **Truth or Myth cards**	**L1, L2, L3, L6, L8 , L11**

2	I can recognise some of the ways a baby can be conceived I can explain how a baby develops inside the uterus and is born	Recall one way teenagers can take care of themselves emotionally	Jigsaw slides Recall some puberty related changes Pose question to group regarding why someone may decide to have a child – discuss Jigsaw slides to go through teaching of sperm cell/egg cell fusing – fertilisation process – facilitate discussion/q&a session Students to complete journey of the sperm activity in pairs or individually I can express the different feelings and choices that people may have and make about conception, pregnancy and having a baby I can appreciate that a baby comes with responsibilities	Students to recall journey of the sperm and explain how a baby develops inside the uterus (comic strip, flowchart, written explanation)	**Jigsaw slides** **Journey of the sperm**	L1, L2, L3, L6, L8 , L11
3	I can recognise that there are different types of committed stable relationships and that some people may choose to have children or not I can identify links between positive,	Related to big question: why might someone decide to have a child – pose to the group and jot answers	Diamond nine – important factors when having a child – individual activity – discuss as a group where students have put the different factors Go through slides and facilitate discussion throughout, writing down students' ideas and comments	Reflection using slide on jigsaw Students to recall at least 3 children's rights	**Jigsaw slides** **Diamond nine** **Rights of the Child Segment 1 - What are Childrens Rights** **Children's rights visual**	L1, L2, L3, L6, L8 , L11

	healthy family relationships and effective parenting I can identify some of the roles and responsibilities of being a parent		Students to list different types of family – Watch this video after ging through each type of family – ask students what rights they know about for children already Rights of the Child Segment 1 - What are Childrens Rights Show the children's rights visual and allow students to process the icons and ask questions I can understand that stable, intimate relationships can be linked to happiness			
4	I can recognise that the media can have a positive or negative impact on a person's self-esteem or body image I can identify where to go for help if I am worried about my body image or self-esteem	**Teachers to read guidance before delivering due to sensitive nature of topics** Students to mind map phrases or words that come to mind when they hear "body image" – highlight which words/phrases are positive and negative – fo they affect males, females or both?	Agree or disagree task – label each ends of the room as "agree" or "disagree" – these will be conversation starters and opportunities for debates Go through slide 18 and then watch following video: Dove Selfie	Redefining Beauty One Photo At A Time – discuss the message – what does body confident mean and why is it important? Why is it important to be aware of digitally enhanced content? (Messages from video sheet)	Students to describe the impacts of media on someone's self-esteem or body image Students to describe one thing they could try to build their self-esteem	**Jigsaw slides** **Dove Selfie	Redefining Beauty One Photo At A Time - YouTube** **Ideal bodies** **Messages from video**	L1, L2, L3, L6, L8 , L11

			Ideal bodies worksheet			
			Students to write compliment cards to themselves and for 3 other people in the school			
			Go though 5 tips to rase self-esteem slides			
			I understand how self-image is linked to self-esteem			
			I can apply strategies to build my self-esteem			
5	I can describe some of the changes in my brain during puberty I can identify some of the emotional changes during puberty I can identify where to access support if I am worried about adolescence	Emotion Flash: Show different emoji cards or emotion faces. Ask: "Which of these emotions do you feel most often? Which ones surprise you?" Lead into: "As we grow, we start to experience more emotions more intensely – let's explore why."	Recall: Puberty is a time when our bodies and minds change to become adults. Write on the board: **Emotional Changes** like: • Mood swings • Feeling easily embarrassed • Wanting more privacy • Stronger crushes or romantic feelings • Feeling misunderstood • New worries or anxiety Hand out a worksheet with sections like: "Sometimes I feel..."	One emotional change they now understand One thing they can do when their emotions feel too big	**Whiteboard and markers** **Emotion cards or emoji prompts** **"Puberty Emotion Map" worksheet** **Scenario cards (e.g., "Tom feels angry all the time and doesn't know why.")** **Calming strategies poster**	**L1, L2, L3, L6, L8 , L11**

			"It's normal to feel..."			
			"When I feel overwhelmed, I can..."			
			"People I can talk to are..."			
			Students reflect and fill in their maps individually.			
			Mind map strategies such as: Deep breathing, Journaling, talking to someone you trust, getting fresh air/exercise, doing something calming (music, drawing, etc.)			
			I know some ways to support myself and others during times of change			
6	I can summarise the potential impact of changes in puberty on how I feel and suggest ways to cope with the changes

I can recognise that no one can make changes to my body without my permission and that FGM | What changes happen during puberty?

Physically? (e.g. body hair, voice, menstruation)

Emotionally? (e.g. mood swings, self-consciousness, attraction)

Record responses in two columns on the board: Body Changes | Recall the emotional changes discussed in the last lesson

Using scenario card, e.g.:

"Liam gets angry and storms off without knowing why."

Tasks:

What is this person feeling?

Why might they feel this way? | Who can we talk to if something doesn't feel right?

"What is one thing you remember from today's lesson?" | **Scenario cards** | L1, L2, L3, L6, L8 , L11 |

	is illegal in the UK	vs Emotional Changes	How could they cope with these feelings in a healthy way? **Discuss briefly:** You are the boss of your body Others must ask permission to touch you (even hugs, hair, etc.) We call this bodily autonomy. Explain bodily autonomy means you decide what happens to your body. Even adults (including family) must respect this. You have the right to say NO to any touch that makes you uncomfortable Activity: Give students 3 scenarios (e.g., a friend insists on hugging you, a relative tries to kiss you goodbye) and ask: "Can you say no to this? Why?" Emphasise: You have a right to say no			

| | | | | You can tell a trusted adult if something feels wrong.

Introduce FGM carefully and factually:

"Some girls around the world – and in the UK – are put through a harmful practice where parts of their private parts are cut or changed. This is called Female Genital Mutilation, or FGM."

Key points to cover:

FGM is not safe, it can cause long-term pain and health issues

FGM is illegal in the UK – it is a criminal offence

No one has the right to do this to a girl – not even family

There is help available – speak to a trusted adult or call Childline

Make it clear that:

FGM is abuse

Students should never stay silent if they are worried about themselves or someone else. | | | |

			Complete cloze activity:			
			- My body belongs to ___ - I have the right to say ___ - If someone tries to hurt me or touch me in a way I don't like, I can ___ - One trusted adult I can talk to is ___ - FGM is **(safe/unsafe)** and **(legal/illegal)** I understand ways to stay positive and boost my self-esteem I can identify who to ask for help and advice about myself or a friend, even if it something that is hard to talk about			