

Curriculum Policy

Last Review January 2026	Next Review July 2026	Review Frequency Every 2 years	Coordinator Head Teacher	Nominated Trustees EC&T Committee
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Introduction

The children who attend The Mulberry Bush School have experienced traumatic events in their early childhoods that have led to them having severe social, emotional and mental health difficulties. The children have been unable to consistently engage in education prior to attending The Mulberry Bush and are usually working at levels well below that of their mainstream peers. Many have not been in school on full timetables for a significant period of time before joining the school. Most feel shame and fear in relation to education, and struggle to trust in the process of learning.

They also live in a world where society and technology are changing rapidly, and where political and environmental challenges will have a considerable impact on their lives.

We believe that children who attend our school must be equipped with an understanding of the world and their place within it; the ability to live and thrive independently; and the capacity to engage in learning. To achieve this, we must address their gaps in core concepts, knowledge and skills in reading, writing, maths and PSHE; we must provide a rich and diverse curriculum reflecting life in Modern Britain and the wider world; and we must equip them to care for their bodies and minds by developing healthy habits.

This policy aims to:

- provide clarity about how the curriculum is organised, planned and delivered;
- set out how the impact of the curriculum will be monitored.

This policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of trustees set out in the Department for Education's Governance Handbook.

Values

We believe that every child has a right to:

- understand the world and their place within it;
- live and thrive independently;
- develop curiosity and individual interests.

In order to do this, we believe that the curriculum must enable children to:

- recognise and respond appropriately to expectations and boundaries;
- communicate appropriately in a range of contexts;
- understand how to positively influence the world around them;
- have the knowledge and confidence recognise and speak out about injustice;
- develop their spiritual, moral, social and cultural awareness and their understanding of British Values;
- acquire healthy habits including the ability to understand and manage their bodies;
- find their particular strengths and interests;
- develop a positive attitude to learning;
- develop strong foundations in reading, writing, maths, spoken language and PSHE;
- develop positive relationships.

Context

Children who attend the school have often experienced multiple school moves and/or exclusions; they have often been out of education or on very reduced timetables prior to joining the school. Although the school caters for children from the age of 5, it is most common for children to arrive in Lower KS2, having had very disrupted experiences of EYFS and KS1, so they often lack the foundation knowledge in core subjects and emotional and social development. Within three years at The Mulberry Bush School, we intend that they see themselves as learners and are equipped with the knowledge and skills to transition successfully to their next school.

Academically, most children have very low confidence, and this often manifests as a rejection of all learning opportunities, particularly those that are pitched appropriately to address their difficulties, which are rejected for being 'boring', 'easy' or 'babyish'. However, most children have significant gaps in their knowledge and need support to accept help and teaching. They usually have a strong sense of shame and failure in relation to education, and therefore need to build trust in adults and in the learning process before they are able to meaningfully engage in education.

Emotionally, the children who attend the school tend to lack resilience and can therefore find it difficult to persist with tasks and to return to their errors. They often struggle to be alongside their peers, and to trust that adults can keep them safe physically and emotionally.

The curriculum is therefore designed to meet both academic and social and emotional needs. The core curriculum has been carefully designed to ensure that children experience success and that this is built on rapidly. The foundation curriculum ensures that children gradually learn to see their place in the world, have opportunities to experience a wide range of subjects to develop their individual interests, and engage with challenging and interesting ideas. The whole curriculum helps children to build a sense of self so that they are ready to move on to the next steps in their education after the three-year placement at the school.

Organisation and planning

The school is organised into four classes. The groupings are reviewed annually (in the summer term) and appropriate groupings for the subsequent academic year are agreed. Groupings take into account children's age, academic ability, approaches to learning and special educational needs. We aim to keep class groups as stable as possible for the full academic year, but acknowledge that with new children joining the school throughout the year, there is sometimes the need to rethink the groups.

It is our aim that children quickly learn to engage in educational activities with curiosity. They learn to tolerate being in a classroom alongside other children, and to follow the routines and expectations that will support them in class. They also build trusting relationships with adults that enable them to show what they already know, so that we can plan a careful curriculum to help them to make maximum progress. These skills provide children with the fundamental lasting building blocks on which to build their futures.

When children are able to tolerate the classroom environment, and engage in learning, there is a stronger focus on academic learning, and children learn to engage in all aspects of the core curriculum and to face those aspects of learning that they find most emotionally and academically challenging.

As children become more independent learners, there is a higher expectation of independence and self-regulation. Children continue to need very high levels of support as this is often when they also face the prospect of moving on from the school.

Much learning is delivered 1:1 or in very small groups, due to the complex needs of the children and their differing academic needs.

A central part of the work of the school is supporting children to experience thoughtful, positive transitions. In order to do this, each child's transition is thought about individually, so we try to only ever have one child arriving at any time. This allows us to support that child and also the wider child group in navigating and tolerating change.

As class groups can change each year, and children can join the school at any time and into any year group, we run the same curriculum across all four classrooms. Significant adaptations are made to enable appropriate support and challenge, but the topics and themes are school-wide. The majority of children stay at the school for around 3 years, so our curriculum is currently built on a 3-year cycle.

The Core Curriculum

Learning Wheels

It is a fundamental, essential task of the Education department to explicitly teach all children the skills and resilience to manage in a classroom environment. The Learning Wheels set out these skills sequentially.

Intent:

For children to acquire the skills to:

- Engage with learning in a small group.
- Be active participants in their own learning.
- Respond to the needs of others in a group.
- See themselves as learners.
- Know and accept their individual strengths and difficulties.
- Know how and when to ask for help appropriately.
- Be resilient to change and challenge, knowing they can learn by making mistakes.
- Engage with and accept the process of learning, understanding that this involves making mistakes, revisiting and improving their work.

These can be summarised with the acronym CARE (Collaboration, Acceptance, Resilience, Engagement).

Implementation

Carefully sequenced targets, based on the Boxall Profile, are defined through a series of four Ready for Learning Wheels. The targets are prioritised in the task of each class as we believe that the targets are essential for children to access the next stage of their education.

Children's progress is shared with them through the Wheels, which are simple and highly visual. The children are actively involved in assessing their progress through the wheels through regular discussions with their class adults and colouring in segments of the Wheels as they are achieved.

We also assess all children 6-monthly using the Boxall Profile, which allows us to measure progress, set targets, and plan provision. Staff understand the expected rate of progress and are able to share this with children.

Progression through the Learning Wheels is as follows:

- **Ready for Learning 1 (settling into the school):**
 - joining the group through play
 - sharing resources and adult time
 - following routines and simple adult instructions
 - accepting help
- **Ready for Learning 2 (taking part):**
 - listening to adult explanations
 - managing transitions calmly
 - accepting structured time
 - playing independently with another child
 - sharing attention
 - beginning to verbalise rather than act out
 - taking turns
- **Ready for Learning 3 (maximising learning):**
 - greater focus on learning, focus and attention

- showing curiosity
- beginning to develop resilience with adult support including accepting that people make mistakes
- accepting praise
- beginning to tolerate change
- sharing resources
- engaging with learning, including with peers, with adult support
- motivated to learn and accepting of the learning process
- **Ready for Learning 4 (getting ready to leave the school):**
 - increased independence
 - focusing on learning for a longer period of time
 - working with other children
 - starting work independently
 - correcting mistakes show resilience in learning, express pride in achievements, cope with change.

The broad aims above are broken into sequential steps, and organised as follows:

	Explorers	Pathfinders	Adventurers	Navigators
Collaboration	I can help put things back where they belong.	I can follow the rules of a game at play time.	I can play with two or more children.	I can work with another child on a learning activity.
	I can play with another child and an adult.	I can play with another child.	I can share resources with another child during a learning activity.	I can offer to help a child or adult.
I can wait for my turn.		I can ask another child or adult for help.		
Acceptance	I can let adults help me with my learning.	I can let adults explain to me what to do.	I can sit next to another child and complete my learning.	I can say when I am proud of my learning.
	I can share toys when playing	I can allow other children to join a game.	I can accept new adults joining the class.	I can accept an adult explaining a change to the daily timetable.
I can share an adult's attention.		I can accept praise for my work.		
Resilience	I know what to do if I am feeling worried.	I can let an adult help me to start my learning even when I am worried about it.	I can focus on my learning even when other children are distracting me.	I can make mistakes and go back to correct them.
	I can come into class safely every morning.	I can use words when I am finding it hard.	I can correct my work with an adult's help.	I can respond appropriately to another child during class discussions.
I can finish an activity calmly.		I can keep trying with my learning even when it is hard, with adult support.		
Engagement	I can follow a simple instruction.	I can ask for help from all adults in my class.	I can select resources to help my learning.	I can work independently on my learning for 15 minutes.
	I can join in activities with other children.	I can work with another child and an adult.	I can ask questions about my learning.	I can use a range of strategies when my learning is hard.
I can be quiet when another child is talking.		I can start my learning on my own.		

The wheels (with the same statements, but presented in a wheel format) are stored on the school's intranet.

PSHE & RSE

Intent:

For children to:

- Develop a clear sense of what is right and wrong.
- Develop an understanding of safety within the context of relationships.
- Develop the confidence to speak up in the face of injustice towards them or those around them.
- Experience taking and sharing responsibility.
- Recognise positive aspects of themselves and others.
- Reflect on their perceptions and experiences.
- Develop the understanding, language, communication skills and strategies required to exercise personal autonomy .
- Take part in group activities and make contributions.
- Develop and maintain positive relationships and interactions with others.
- Recognise and celebrate their achievements and successes.

PSHE is integral to the outstanding therapeutic work of the school, and the curriculum provides a structured approach to ensure that all children receive direct teaching in the full breadth of personal, social and health education, and relationships and health education.

Implementation:

We follow the **PSHE Association SEND Framework**, pitching our teaching at 'core' to 'enhancement', but referring back to the Framework for children working above or below these levels.

PSHE is taught through regular circle times, which happen at least three times each week in every class, for approximately 20-30 minutes. Our approach is flexible enough to allow us to respond to the needs of the children when certain behaviours or world events require a response, and specific lessons, which deviates from the long-term plan. Moreover, there is enough space and scope in the curriculum that lessons that might be missed will still be taught.

Each circle time follows the structure: opening / activity / ending. The three circle times cover:

- Introduce objectives with stimulus (assessment)
- Challenge preconceptions, introduce new ideas/skills
- Consolidate/apply to another situation

The following grid outlines the long-term plan for the subject:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self-awareness	Self-care, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in

Wk1	Things we are good at	Taking care of ourselves	Identifying and expressing feelings	Baby to adult	Healthy eating	Respecting differences between people
Wk2	Kind & unkind behaviours	Keeping safe				Jobs people do
Wk3	Playing and working together	Trust	Managing strong feelings	Changes at puberty	Taking care of physical health	Rules and laws
Wk4	People who are special to us					Taking care of the environment
Wk5	Getting on with others	Keeping safe online		Dealing with touch	Keeping well	Belonging to a community
Wk6		Public and private				Different types of relationships

There is a shared medium-term plan, where all teaching staff add activity ideas and resources. Teachers are then asked to plan weekly for their specific class, planning in detail the assessment activity, and mapping out possible follow-up activities which can be adapted depending on the outcome of the assessment activity.

The school has an extensive collection of books and resources to support the teaching of PSHE, and these are rotated in the library area to support conversations about the topics being taught.

The programme covers in full the statutory requirements of Relationships and Health Education (RSE). The programme has been updated in line with the 2026 Statutory guidance on relationships education, relationships and sex education (RSE) and health education. In addition, and to bolster deeper understanding of RSE we use FPA's *Yasmine & Tom*, as we consider this area of learning to be essential for all children attending the school. For full details, please refer to the *Relationships, Sex & Health Education Policy*.

The school also uses The Mulberry Bush Emotional & Social Curriculum to deliver at least weekly taught sessions in all classes.

Reading

Intent:

For children to:

- Read a range of text types with fluency.
- Read with a level of comprehension appropriate to their age and cognitive ability.
- Access the curriculum through reading.
- Read for pleasure.

Implementation:

There are five core components of reading:

- Phonological awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

These are explicitly taught as well as children having multiple opportunities to read, listen to and engage in stories and other reading materials to master all five of the components of reading.

While the vast majority of children joining the school have already mastered the early skills of *phonological awareness*, they often lack confidence and experience in phonemic manipulation, and have limited attention and listening skills. These are supported through word games, songs, rhymes. Music is taught discretely on a weekly basis, integrating words, rhythm and melody. There are many opportunities to play with rhyme and rhythm through regular singing, reading and speaking opportunities.

Phonics is taught using the **Sounds-Write** programme. This programme has been carefully selected to match the specific needs of children who come to The Mulberry Bush School. Most children who join the school have a good knowledge of the initial code (one letter, one sound) but limited knowledge of the extended code (2, 3 or 4 letters, one sound, and multiple spellings of each sound). They often struggle with phonemic manipulation and have poor working memory. The programme offers the opportunity for children to practise these phonic skills and to develop confidence and fluency before they are expected to learn any new alphabetic code. This enables children to engage in reading with adults without them feeling exposed, and therefore supports their early attempts to engage in learning. The programme is also carefully built to avoid cognitive overload, with no extraneous information, action or pictures that are both confusing and irrelevant in children's learning.

Children are assessed using the Sounds-Write diagnostic assessment. This enables staff to pitch their initial teaching. Further assessments are made through observation and children can be moved forward or backward in the programme if necessary. Alternatively, teachers may feel that the level is right for the child but adapt their teaching to include more rehearsal of previously learned skills, or may add in content that is already known but not yet included in the Sounds-Write unit that the child is working on.

Planning is largely provided by the Sounds-Write programme. Teachers are expected to use this to produce weekly plan for individual children. These do not need to be detailed beyond the essential needs of the teacher, eg the 'lesson' (or activity) to be taught and the key words that will be used in the lesson.

All class-based staff are expected to complete Sounds-Write training.

Reading books are organised to correspond with the Sounds-Write units, so that children's reading practice can be closely aligned with their learning in phonics.

Children's reading books are pitched below their instructional level so that they can achieve well and build their fluency. Children read to a class adult every day, using their carefully selected readers, and take their reading books to their houses at weekends.

The teaching of *vocabulary* is carefully planned using the Word Aware approach. All teaching staff have been trained to use this approach to identify key vocabulary and to teach this using multi-sensory techniques. Word Aware books and resources are available in the resource library. Sounds-Write also develops children's vocabulary, as it covers a wide range of words and staff are taught how to discuss these words with the children.

Children's *fluency* is supported through multiple opportunities to hear good models of reading, including adults reading to children, peers reading aloud to the group, online books and audio books. Books are selected to maximise children's enjoyment, based on their interests and the quality of language, rhythm and rhyme offered in the texts. Children's reading books are pitched below their instructional level so that they can read the texts fluently with a little practice.

All reading activities support children's *comprehension*, through adults discussing books with children and offering opportunities to predict, describe, respond, compare and reflect on what they have read. Stories are built into many other teaching areas, including circle times and Talk for Writing, and topics being taught in PSHE are reflected through the books presented in the library.

Children are encouraged to *read for pleasure* through well-resourced, attractive book corners, adults talking about books and modelling a love of reading, adults reading to children for shared enjoyment of books, regular access to the library space. Books are also used as the basis of many other learning opportunities throughout the curriculum, and are therefore central to children's experience and explicitly valued.

Writing

Intent:

For children to:

- Confidently record their ideas in writing.
- Use writing to communicate accurately with others in a range of formats.
- Use writing as a means of expression.

Implementation:

Writing is taught using Pie Corbett's **Talk for Writing**. This programme has been selected because it supports oracy and provides a highly structured approach that ensures that children succeed at each step. By moving from imitation through innovation and into independent application, children experience the process of learning a story or text, innovating it through small or large changes, and then applying their learning to new contexts. By learning model texts by heart (supported by actions and visuals), children learn to internalise narrative patterns developing their understanding of grammar and sentence structure, fluency, vocabulary, sequence. Through small adaptations to the text, children learn to take risks and experiment within 'safe' confines.

As their confidence and skills increase, they are able to make more extensive innovations and explore the effect of these on the reader. Throughout the process, the teacher models and articulates their own thinking, building children's confidence to do this themselves. It is hoped that the integrated approach of Talk for Writing ensures that children become better speakers, listeners, readers, writers and thinkers.

Children cover a range of text types during their time at the school, regardless of when they might join the setting. We cover six fiction units, and three non-fiction units, during each child's three-year placement. Each unit covers spelling, punctuation, grammar, handwriting, descriptive language (fiction) and language and structures relevant to the text type.

Year A (2023-24)		
Autumn	Spring	Summer
Zelda Claw & the Rain Cat	How to Trap a Stone Giant (instructions)	Shen & the Magic Paintbrush
Description & suspense	Instructions	Description & dialogue
Year B (2024-25)		
Autumn	Spring	Summer
Dinosaurs and All That Rubbish	Letter/email-writing	Mrs Noah's Pockets
Description & setting	Persuasion	Description & characterisation
Year C (2025-26)		
Autumn	Spring	Summer
The Flower	The Manchester Ridge-back	Whatever Next
Description & openings/endings	Non-chronological reports	Description & action

A 'hook' activity is planned for the whole school each term, providing an exciting experience to launch the new text topic. Medium-term planning indicates the broad themes and skills to be covered in the unit.

Each term begins with all children being asked to write a 'cold task' using the text type with little or no instruction. This provides teachers with a baseline assessment of children's current abilities and the areas where short-term planning will need to focus in order to plan for children's small steps of progress. Teachers set individual targets and plan sequential lessons to ensure that these are achieved.

Handwriting is practised daily, through the Sounds-Write programme, and reinforced through all writing opportunities.

Maths

Intent:

For children to:

- Develop confidence and competence with number and the number system.
- To calculate accurately and efficiently, both mentally and in writing.
- To judge whether their answers and methods are reasonable and have strategies for checking them where necessary.
- To develop measuring skills in a range of contexts.
- To develop spatial awareness and understanding of the properties of shapes.

Implementation:

Maths is taught using **The NCETM Primary Mastery Professional Development** resources. This programme has been selected because it is a highly sequential curriculum with a focus on mastery built in at each step. This scheme is split into 3 areas: addition and subtraction; multiplication and division; and fractions. It is accessible to non-specialist teachers and support staff. It provides a focus on questioning and deeper understanding of key concepts through the Concrete-Pictorial-Abstract approach. Children are exposed to familiar concepts in a variety of contexts to ensure greater understanding.

All children are in the academic year 25/26 completing the Mastering Number at Reception programme which focuses on key concepts essential for progression in maths including subitising, composition and cardinality.

Children are assessed in all classes during their first term at the school. We initially assess at Year 1 level in order to assess the children's secure foundation in number to 10. These assessments help us to plan appropriate starting points for children, and to identify gaps in their knowledge. Children's developing knowledge is then frequently assessed to ensure that maximum progress is achieved. Children complete a baseline assessment in Doodle Maths and then teachers can set daily activities for children to complete based on their individual needs. Doodle Maths also sets appropriate daily questions which are designed to revisit recent learning.

In Cherwell, Mastering Number in Reception is followed and includes the continuous provision aspects of the programme. We follow the NCETM *Mastering Number* programme to provide daily, short, focused sessions on number sense.

Sessions use structured representations such as rekenreks, ten frames, and dot patterns to build conceptual understanding with the continuous provision providing opportunity for the children to experience the concepts through play-based activities using manipulatives.

Teachers can use the support materials in order to model precise mathematical language and encourage children to explain their thinking. The exploratory nature of the classroom allows for teachers to adapt tasks to address misconceptions promptly and challenge children to maximise their potential.

In Thames, Evenlode and Windrush, children work through the NCETM Primary Mastery Professional Development resources at their own pace working through Year 1 in each of the three spines and then moving up to the next year group.

Many of the activities are offered practically, to support engagement and understanding, and teachers record these ideas once they are secure. Teachers use Oak Academy resources to support the NCETM curriculum as these align with each other. There is a focus on equipping the children with the skills that they will need to access maths lessons successfully, including use of resources, the language of maths, early skills in problem-solving and reasoning and efficient methodologies.

As children progress through their time in the school, there continues to be a strong focus on number, as this underpins so much of their future maths learning, and concepts must be repeatedly rehearsed and revisited in order to be mastered. As children become more secure in their mathematical knowledge, problem solving and reasoning problems become a focus and children are encouraged and supported to work more independently in lessons.

The Foundation Curriculum

Learning Means the World (Humanities, Arts, Science, Technology)

Intent

As with the whole curriculum, we are driven by the determination to provide the children with an understanding of the world around them, and their place within it; the skills and knowledge to live and thrive independently; and the curiosity and experience to learn and develop their own individual interests. We aim to provide a curriculum for the humanities, arts, science and technology that addresses the specific needs of our children and is both inspiring and imaginative. Clear connections across subject areas enable our children to retain and remember their learning better, as well as building on their creative strengths. We aim to encourage the children to think about the challenging concepts that our curriculum has built into each theme unit.

As well as learning within the school, we aim to use the curriculum to provide a wide range of enrichment opportunities outside of the classroom. Our intent is to ensure that our curriculum is outward-looking, practical and relevant, so that the children can enter the wider world with a broad, diverse and inclusive outlook. We want our children to be globally, as well as locally responsible citizens.

We intend that our curriculum not only changes minds, but changes hearts, too, leading to individual flourishing.

Implementation

We use Dimensions 'Learning Means the World' Curriculum as the main vehicle for achieving our outlined intent.

This curriculum is underpinned by four highly relevant world issues, known as 'the four Cs':

- **Communication**
- **Culture**
- **Conflict**
- **Conservation**

Communication

We believe that clear communication is the key to success, not just in learning, but in life. Our children have an understanding of language that is very concrete and they struggle with the abstract element, especially non-verbal communication.

Their narrow communication skills can lead to miscommunications in school, limit their achievement and adversely affect their life chances, so we need to develop skills that will enable them to communicate effectively in many different ways. They especially struggle with listening and responding appropriately and are prone to take negative action when they should be engaging in positive conversation. Having a clear communication curriculum focus will help to highlight the importance of all these aspects.

Culture

We want our children to be curious and engage fully with what the world has to offer. This must begin with an awareness of self. Building a sense of identity is paramount and, in turn, we aim to foster a safe school culture of belonging. We want children to understand culture in its broadest sense, as we are committed to expanding the diversity reflected in our community through our taught curriculum. We aim to build on prior learning about prejudice and use the culture curriculum focus to develop a sense of their own culture and history. We aim to provide a breadth of experiences and cultural links to the arts is important for our creative children. We want them to see how they can play a productive part in our incredible world.

Conflict

The foundations of our children's lives are built on conflict and many have experienced both internal and physical conflict on a very personal level. As a result, they see the world as a threatening place and thus create their own conflict.

We want to help them understand and manage conflict appropriately, and see its positive aspects, which can even change the world for good. We want them to learn how a personal experience of conflict can feed into national and international situations and understand the potential consequences of conflict.

Conservation

Conservation is one of the most relevant global issues currently faced by the current and next generations. We want our children to truly value and look after the world we live in. Our school is situated in a beautiful, rural area which we want to make the most of. There is potential for great learning about sustainability which we want to be realised.

We are also committed to achieving Eco Schools award status and, by spotlighting this area, we are aiming to make it central to what we do, rather than just an add-on.

Curriculum sequence

Our curriculum sequence begins with **Communication**, as the underpinning of learning and a key curriculum driver for us. We follow this with **Culture**, recognising that good communication skills can help to understand a wide range of cultures and backgrounds and allows for opportunities to visit a range of cultural establishments. Our third curriculum focus is **Conflict**. A lack of cultural understanding and poor communication can cause conflict; however, good communication and self-awareness can heal rifts, on both a small and large scale. After conflict, we want to leave the world in a better state than we began, and conserve for future generations, completing our year with **Conservation**.

The topics have been selected to provide as much breadth and diversity as possible, and have been sequenced to create links to Talk for Writing where these exist. They are taught in the following order:

	CYCLE A	CYCLE B	CYCLE C
Theme 1 Communication 9 Weeks	 'A World of Bright Ideas' <i>Inventions and Developments Navigators</i>	 'Mission Control' <i>Earth and Beyond Navigators</i>	 'That's All, Folks!' <i>Film and Animation Adventurers</i>
Theme 2 Culture 8 Weeks	 'Come Fly With Me!' <i>Arctic Circle Pathfinders</i>	 'Cry Freedom' <i>All About Slavery Adventurers</i>	 'Come Fly With Me!' <i>America Navigators</i>
Theme 3 Conflict 8 Weeks	 'Law and Order' <i>Rules and Rights Adventurers</i>	 'Wars of the World' <i>Wars, Past and Present Navigators</i>	 'Land Ahoy!' <i>Pirates Pathfinders</i>
Competency Units / NC Essential 3 Weeks	 'Viking Warrior' <i>The Story of Ragnar Lothbrok Adventurers</i>	 'Time Team' <i>History / Geography Navigators</i>	 'The Rescuers' <i>The Story of Heroes of The Titanic Navigators</i>
Theme 4 Conservation 9 Weeks	 'Full of Beans' <i>Energy Navigators</i>	 'Going Wild' <i>All About Animals Pathfinders</i>	 'Global Warning' <i>Waste and Pollution Navigators</i>

Music

Intent:

For children to:

- Learn the skills to express themselves through music.
- Engage with a range of music as an audience.
- Develop understanding and acceptance of diversity and culture.
- Understand that skills in music can be learned and developed.
- Experience opportunities to explore and express themselves where there is no 'right or wrong'.

Implementation:

In addition to the music taught in 'Learning Means the World,' *Music* is taught discretely once each week by Oxfordshire Music Service – each class has three half terms of music lessons across the year. A wide range of musical styles are covered:

Year A (2023-24)		
Autumn	Spring	Summer
Theme & Variation	Reggae	Samba
Year B (2024-25)		
Autumn	Spring	Summer
Fanfares	South African Drumming	Blues
Year C (2025-26)		
Autumn	Spring	Summer
Folk	Pop	Percussion

Religious Education

Intent:

We recognise that the children have an internalised sense of self that is often negative – this leads them to hold a binary view of the world, where views and behaviours are either right or wrong. Therefore, we aim to teach the children, through exposure to a range of world views, that difference is not just okay, but often desirable.

For children to:

- Learn about religions and beliefs that have influenced the lives of millions of people and heavily influenced the development of different human cultures.
- Begin to develop their own perspectives from their exploration of religions and other world views.
- Learn more about themselves and their place in the world from their exploration of religions and beliefs.
- Learn to understand and then accept human difference as a way to thrive in our multicultural society.
- Learn that there is not always a yes or no answer and how to negotiate the 'grey' area that this represents.
- Learn to understand, and challenge, prejudicial and discriminatory language and behaviours.
- To learn empathy, understanding and to have an acceptance of difference.

Implementation:

The curriculum for Religious Education is based on the Oxfordshire Agreed Syllabus for Religious Education 2023, but adapted in line with the needs of the children who attend the school. In line with statutory requirements, the curriculum reflects 'the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain'.

We acknowledge that parents may request that their child may be wholly or partly excused from receiving RE. Any such requests must be made in writing to the Head Teacher.

We follow the learning process outlined in the Oxfordshire Agreed Syllabus, but recognise that children who attend the school find it extremely difficult to consider their own views and experiences, and are more able to engage in thinking about others than about themselves initially. We therefore follow the sequence:

- What does it mean to be human?
- What does it mean to be you?
- What does it mean to be me?

As children move through the classes in the school, these questions provide the focus for their learning. Initially, the children will learn about universal human experience and concepts. As the children progress through their learning and time at the school, the

focus will shift to be on religious content, experience and concepts, and finally the children are asked to think about their own experiences and views.

Religious Education is taught through Personal Development lessons, with a strong focus on diversity and acceptance. This is planned across a three-year cycle to ensure that all children who attend the school are repeatedly exposed to a wide range of religions, cultures and beliefs. These include, but are not limited to, *Hanukkah, Diwali, Christmas, Holi, Chinese New Year, Eid, Easter and Secular Humanism*.

The school firmly believes in equality and diversity and celebrates important months, weeks and days. These include, and again are not limited to, *Black History Month, LGBT+ Month, Veganuary, Anti-bullying week, Neurodiversity week, Autism awareness week, Children's mental health week, International refugee week, World Kindness day, Random acts of kindness day, International Women's day*.

We believe that by revisiting these religions, cultures and beliefs it gives the children the opportunity to not only deepen their understanding but also the best possible chance of this knowledge, understanding and empathy being embedded in their long-term memory.

Physical Education & Outdoor Learning

Intent:

For children to:

- Develop physical confidence and fitness that enables them to safely and effectively control their own body.
- Acquire healthy habits for life.
- Develop the skills of team-work (including bigger groups), including sportsmanship and the ability to lose.
- Find and practice ways to regulate their bodies at times of heightened stress.
- Develop an increased awareness of their own body and its sensations, including those linked to emotion.
- Experience risk-taking in a safe environment.

Implementation:

PE is taught once each week by a specialist external provider. Each session includes a physical warm-up, the explicit teaching of skills, along with opportunities to apply these in the context of team games. A range of sports are covered across the year, with approximately six weeks each given to rugby, football, basketball, hockey and tennis – these are rotated to keep the children engaged. Additionally, there is a focus on athletics in the summer term, in preparation for Sports Day in July.

PE is also built into the Learning Means the World curriculum, which is taught by class teachers.

All children are encouraged to take part in the Daily Mile (currently 15 mins, 2 times per week). Sensory breaks are available frequently, and children access these at times planned to support their physical regulation needs.

Children also have the opportunity to learn to swim during their time at the school. Opportunities to swim are regularly provided at weekends.

All children take part in Outdoor Learning once each week. Children are taught in class groups. As children progress, there are increasingly high expectations of their ability to keep themselves and others safe during outdoor learning experiences. Progress in outdoor learning is used to group children for our bi-annual field trips (Camping Week and Outward Bound).

During the first six months of a child's placement, they will have the opportunity to attend Movement Group. This weekly group is used to improve the children's gross motor skills and make assessments on the children's understanding of their own body in relation to the world.

Inclusion

Teachers set high expectations for all children. They will use appropriate assessment to set ambitious targets and plan challenging work for all children, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with SEN
- Children with English as an additional language (EAL)

Teachers plan lessons so that children with SEN and/or disabilities can study the full breadth of the curriculum and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of children whose first language is not English. Lessons are planned so that teaching opportunities help children to develop their English, and to support children to take part in all subjects.

Impact

The impact of the curriculum is seen in children's academic, social and emotional progress during their time at the school. This is monitored through termly assessment data, which is analysed by the head teacher and discussed with teachers in termly pupil progress meetings. Progress is also discussed in termly treatment team meetings, termly PEP meetings (CLA children only), bi-annual CLA reviews, and the SLT's monthly Clinical Overview meeting.

Subject leaders monitor the impact of their subject through half-termly monitoring weeks including:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Lesson observations
- Pupil interviews

Subject leaders meet with the Head Teacher termly to discuss progress and attainment in their subjects. Appropriate actions are taken in response to this monitoring.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Trustees monitor coverage of the curriculum and compliance with other statutory requirements through:

- School visits
- Meetings with the head teacher, subject leaders and teachers
- Meetings with the school council
- Scrutiny of progress data

Links with other policies

This policy links to the following policies and procedures:

- Long term plan (see Appendix A)
- Teaching & Learning Policy
- Assessment, Recording & Reporting Policy
- SEN Information Report
- Relationships, Sex & Health Education Policy

Roles and responsibilities

The trustees

The trustees will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The trustees will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for children to cover the curriculum and the statutory requirements

- Proper provision is made for children with different abilities and needs, including children with special educational needs (SEN)
- The school fulfils its role in processes to disapply children from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met;
- The curriculum provides well-sequenced learning that supports long-term retention of skills and concepts;
- All children have equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the trustees
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The trustees are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The trustees are advised on whole-school targets in order to make informed decisions
- Proper provision is in place for children with different abilities and needs, including children with SEN

Education staff

Education staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject leaders will ensure:

- The curriculum for their subject is appropriately sequenced
- Sufficient time is given for the regular teaching of their subject
- Teachers and support staff have good subject knowledge so that they can provide appropriate differentiation in their teaching
- Assessments are completed termly, analysed, and that this impacts subsequent practice and training

This policy will be reviewed every year by the headteacher and EC&T Committee.



Appendix A: Long-term plan

Year A (2023-24)	T1	T2	T3	T4	T5	T6
CORE CURRICULUM						
PSHE	Self-awareness	Selfcare, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Reading	Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly	
Writing (inc grammar)	Zelda Claw & the Rain Cat Focus on description & suspense Individual targets based on 'cold' task.		How to Trap a Stone Giant Focus on instructions Individual targets based on 'cold' task		Shen & the Magic Paintbrush Focus on description & dialogue Individual targets based on 'cold' task	
Phonics (inc spelling)	Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment	
Maths	White Rose Maths based on individual assessments		White Rose Maths based on individual assessments		White Rose Maths based on individual assessments	
RSE	Year 1: Gender stereotypes Friendships & feelings Different families Year 2: What makes a good friend Families & getting on with families Personal & private body parts Year 3: Keeping safe – touch Keeping safe – online Changes at puberty		Year 1: My different body Keeping clean & taking care of myself Naming body parts Year 2: Body care Is it risky? People who can help us on and offline Year 3: Periods Wet dreams & masturbation Sexual intercourse and assisted fertility		Year 1: Keeping safe Gender stereotypes Positive self-image Year 2: Online and offline friendships Friendships and secrets Friendship and pressure Year 3: Pregnancy and birth Identity and prejudice Equality and the law Getting help	
FOUNDATION CURRICULUM						
Learning Means the World	A World of Bright Ideas		Come Fly with Me! Arctic Circle	Law and Order	Viking Warrior	Full of Beans
PE	6 lessons each of Rugby, Football, Hockey, Basketball, Tennis				Athletics	
Music	Theme & Variation		Reggae		Samba	

Year B (2024-25)	T1	T2	T3	T4	T5	T6
CORE CURRICULUM						
PSHE	Self-awareness	Selfcare, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Reading	Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly	
Writing (inc grammar)	Dinosaurs and All That Rubbish Focus on description & setting Individual targets based on 'cold' task.		Letter/email-writing Focus on persuasion Individual targets based on 'cold' task		Mrs Noah's Pockets Focus on description & characterisation Individual targets based on 'cold' task	
Phonics (inc spelling)	Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment	
Maths	White Rose Maths based on individual assessments		White Rose Maths based on individual assessments		White Rose Maths based on individual assessments	
RSE	Year 1: Gender stereotypes Friendships & feelings Different families Year 2: What makes a good friend Families & getting on with families Personal & private body parts Year 3: Keeping safe – touch Keeping safe – online		Year 1: My different body Keeping clean & taking care of myself Naming body parts Year 2: Body care Is it risky? People who can help us on and offline Year 3: Periods Wet dreams & masturbation		Year 1: Keeping safe Gender stereotypes Positive self-image Year 2: Online and offline friendships Friendships and secrets Friendship and pressure Year 3: Pregnancy and birth Identity and prejudice	

	Changes at puberty	Sexual intercourse and assisted fertility	Equality and the law Getting help		
FOUNDATION CURRICULUM					
Learning Means the World	Mission Control	Cry Freedom	Wars of the World	Time Team	Going Wild
PE	6 lessons each of Rugby, Football, Hockey, Basketball, Tennis			Athletics	
Music	Fanfares	South African drumming		Blues	

Year C (2025-26)	T1	T2	T3	T4	T5	T6
CORE CURRICULUM						
PSHE	Self-awareness	Selfcare, support and safety	Managing feelings	Changing and growing	Healthy lifestyles	The world I live in
Reading	Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly		Wide range of texts read to the class Individual reading to an adult at least weekly	
Writing (inc grammar)	The Flower Focus on description & openings/endings Individual targets based on 'cold' task.		The Manchester Ridge-back Focus on information texts (non-chron reports) Individual targets based on 'cold' task		Whatever Next Focus on description & action Individual targets based on 'cold' task	
Phonics (inc spelling)	Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment		Sounds-Write phonics / spelling based on individual assessment	
Maths	White Rose Maths based on individual assessments		White Rose Maths based on individual assessments		White Rose Maths based on individual assessments	
RSE	Year 1: Gender stereotypes Friendships & feelings Different families Year 2: What makes a good friend Families & getting on with families Personal & private body parts Year 3: Keeping safe – touch Keeping safe – online Changes at puberty		Year 1: My different body Keeping clean & taking care of myself Naming body parts Year 2: Body care Is it risky? People who can help us on and offline Year 3: Periods Wet dreams & masturbation Sexual intercourse and assisted fertility		Year 1: Keeping safe Gender stereotypes Positive self-image Year 2: Online and offline friendships Friendships and secrets Friendship and pressure Year 3: Pregnancy and birth Identity and prejudice Equality and the law Getting help	
FOUNDATION CURRICULUM						
Learning Means the World	That's All Folks!	Come Fly With Me! America	Land Ahoy!	The Rescuers	Global Warning	
PE	6 lessons each of Rugby, Football, Hockey, Basketball, Tennis			Athletics		
Music	Folk		Pop		Percussion	