

Hambleton & Richmondshire Pupil Referral Service



Sunbeck PRS Curriculum Policy

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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide opportunities to help pupils to understand barriers to learning and progress, and give them the skills to overcome them.
- › Develop emotional literacy and self-regulation to support SEMH needs.
- › Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning.
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- › Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment or their next steps in education.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects 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 Management Committees set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The Management Committee

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

The Management Committee will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements in conjunction with the host school in the case of preventative placements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum in line with the needs of our pupils

- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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 pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Management Committee
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The Management Committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The Management Committee is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

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

4. Organisation and planning

- › Our curriculum is based on the National Curriculum and includes a focus on developing social and emotional skills. This is built throughout all subject planning, pastoral time and work placement opportunities in Key Stage 4. The purpose is to re-engage pupils with formal learning and enhance opportunities to develop life skills for all pupils.
- › The National Curriculum is adapted to meet the needs of the pupils and reviewed and revised as each cohort changes. The fundamental core subjects are at the heart of our curriculum planning and all Year 10 and 11 pupils have access to GCSEs as well as vocational courses. Key Stage 3 pupils on preventative placements are working to improve their approach to learning, develop confidence and success in the classroom and support their personal development through new experiences. Pupils in Key Stage 3 remain on the roll of their school and attend a short term placement. Other pupils who are not on roll are at The Sunbeck Centre following a permanent exclusion. These pupils may require a longer placement and the curriculum is adapted to take account of this requirement.
- › Key Stage 4 pupils follow the specification for the qualification they are studying. The subject teachers liaise directly with the examination boards and take part in moderation and curriculum development with partners in mainstream and other specialist settings.
- › Our curriculum covers the following (please see separate subject policies)
 - Relationships and sex education, and health education (secondary schools)
 - Spiritual, moral, social and cultural development
 - Careers guidance (secondary schools only)
- › All subject teachers create medium term plans linked to the National Curriculum

5. Inclusion

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

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

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

The Management Committee monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to school
- Meeting with subject teachers
- Reports to the Management Committee meetings
- Liaison with the School Improvement Advisor.
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Senior Leaders monitor the way subject are taught throughout the school by:

- Conducting termly planning scrutiny
- Regular learning walks
- book scrutinies,
- Staff training
- Moderation
- Monitoring departmental spending

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

This policy will be reviewed every 12 months by the Senior Leaders. At every review, the policy will be shared with the full Management Committee.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEND policy and information report
- Equality information