



St Paul's School

CURRICULUM POLICY



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Curriculum Policy

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Owner Name	Kerenza Palmer
Owner Job Title	Head of School

Version	Comments / Amendments	Name	Date
1	Original policy	Julie Eaton	May 2014
2	Revise policy	Kerenza Palmer	June 2017
3	Amendments	Kerenza Palmer	June 2018
4	Amendments	Fiona Bilsborough	May 2019

Introduction

St. Paul's School aims to give pupils the best possible access to a broad range of academic subjects and selected vocational opportunities. It promotes the spiritual, moral, cultural, mental and physical development of pupils, and seeks to prepare them for adult life. This is a small school which supports personalised approaches to learning and tailors these to meet the needs of individual pupils. This entails consideration of prior learning, of their aptitudes and capabilities, and of their personal interests.

The curriculum encourages pupils to be socially responsible people who can interact with people of varying backgrounds and cultures. It enables them to become responsible citizens who make a positive contribution to society, upholding the fundamental British values of democracy, the rule of law and individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

It aims to protect pupils and staff from extremist views, vocal or active, which are opposed to fundamental British values. All opinions or behaviours which are contrary to these fundamental values and the ethos of the school will be vigorously challenged.

The School specialises in working with pupils who have had difficulties in mainstream education. All pupils have an Education Health and Care plan which can relate to any of the following:

- Autism
- ADHD
- ODD
- SEMH
- Challenging behaviour
- Attachment disorders

Aim of the Curriculum at St Paul's School

- The ultimate aim of the curriculum at St Paul's School is to provide pupils with learning opportunities which engage and motivate.
- Providing more practical and vocational opportunities which will give pupils positive outlook to their future aspirations

Pupil voice

- All pupils are consulted about their interests, aspirations, long term goals and preferred style of learning. Following this all pupils will engage in a baseline assessment to determine their level of study for English and maths to enable them to access the wider curriculum.

Key stage 2:

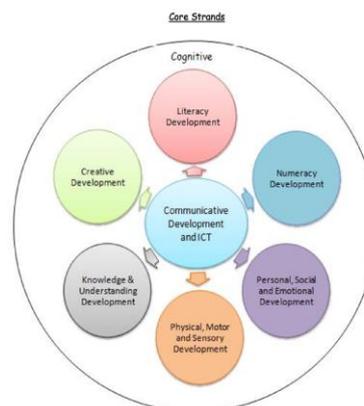
- The curriculum at St Paul's Primary School, has moved away from subject and skills based learning to a more approachable bespoke individual curriculum, which is specifically designed and set out with each child's needs and requirements in mind.
- The KS2 curriculum captures the imagination and engagement of our pupils, to enable each and every pupil to feel like they can express themselves without any judgment, through an alternative curriculum, which is tailored for each child to give them a sense of belonging.
- There are 6 core strands to ensure progression throughout each lesson and to encourage engagement with each child.

The core strands include:

1. Literacy Development
2. Physical, Motor and sensory development
3. Numeracy Development
4. Personal, social and Emotional Development
5. Knowledge and understanding,

6. Creative development including communication and ICT.

- Each Core Strand has been designed to fully understand the needs of our pupils, to allow them to be able access all core areas of the curriculum and most importantly to give each child the opportunity to succeed and build self confidence in a friendly and warm environment that is designed and adapted to every child's needs.



Key stage 3:

- All pupils will study towards a functional skills maths, English and IT qualification.
- All pupils will choose bite size study units from the Laser Learning Employment and Progress (LEAP) qualifications. These offer a wide variety of personal development and vocational taster units to enable pupils to experience and develop a skills acquisition pathway. For example, life skills, physical education, enviro studies, cooking, creative craft, motor vehicle studies, trades, land-based studies, citizenship and ICT
- LEAP has been designed with flexibility in mind. Gives freedom to select units that suit pupil's needs. The qualifications are ideal for those who require a truly individualised curriculum. It promotes engagement and retention and boosts learner confidence with a 'hands on' approach. It also enables pupils to gain nationally recognised qualifications pre key stage 4. These will form the basis for further study for progress onto key stage 4.
- At the end of key stage 3 pupils will have the option to choose their preferred subjects for study to include: Trades, Motor Vehicle Studies, Food and Cooking, Environmental, Land Based, Sport and Active Leisure, Outdoor Studies etc.

Key stage 4:

- All pupils will study functional skills maths, English and IT qualifications
- They will also work towards a Laser Leap programme, alongside the following vocational study programmes:
 - BTEC Sport
 - Cooking
 - Motor vehicle studies
 - Environmental studies
 - Land based studies
 - BTEC Work skills
 - Sport for Life Leaders Award

The World of Work

- All pupils in key stage 3 and 4 have the opportunity to complete work experience either on internal placements within the trust or on external placements.
- The opportunities are centred around the pupils own interests and possible options for year 12.
- The placement will link to pupils in key stage 4's employability programme, as well as providing pupils with an opportunity to put their learning into context and develop their own personal and social skills.

Enrichment

IN the secondary school pupils are awarded with a two tier approach to enrichment which aligns with the pupil points system. (refer to positive behaviour policy for further information) – Need to ensure that the new reflective behaviour policy still has this in it?

Pupils from across the three key stages benefit from a rich array of extra – curricular activities designed to appeal to every interest. As well as to enable pupils to further develop their personal and social skills.

Opportunities include:

- External trips to parks and leisure centres / activities
- Board games
- Cooking
- Sport
- Climbing
- Coastal visits
- RAF Cosford
- Laser Quest
- Bowling
- Cinema

Further extension to the curriculum takes place through regular residential and camping trips, educational visits, participation in community events and fundraising for charities.

Related Policies: Assessment; Positive Behaviour; Teaching and Learning; Special Educational Needs Policy.