

## Local Procedure/Protocol

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| <b>School/Home Name:</b>                        | Hall Cliffe Primary                     |
| <b>Local Procedure/Protocol Title:</b>          | Curriculum Protocol and Procedures      |
| <b>Linked to Group Policy Title &amp; Code:</b> | Curriculum Policy                       |
| <b>Date Reviewed:</b>                           | July 2024                               |
| <b>Next Update Due:</b>                         | May 2025                                |
| <b>Procedure/Protocol Lead:</b>                 | Helen Terry                             |
| <b>Procedure/Protocol Sponsor:</b>              | Brin Kelleher – School Development Lead |

### EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   1           |
| Linked to Policy Number:      | OPSP11            |          |                    |

## CONTENTS

1. CONTEXT
2. VISION, AIMS AND INTENT
3. ROLES AND RESPONSIBILITIES
4. IMPLEMENTATION
5. IMPACT, ASSESSMENT AND MONITORING
6. CURRICULUM MODEL
7. REFERENCES
8. ASSOCIATED FORMS
9. APPENDICES

### 1. CONTEXT

**1.1** Hall Cliffe Primary is an independent special school and part of the Witherslack Group. Pupils who are aged between 5 and 11 at Hall Cliffe Primary School have a diverse range of needs associated with SEN and life experiences and our curriculum changes to meet need. Many of our children have very complex needs having experienced several Adverse Childhood Experiences in addition to conditions such as Autism, SEMH, ADHD, Attachment Disorder and related trauma, global development delay, Moderate Learning Difficulties, SLCN, Separation Anxiety and Tourettes. The disabilities (some undiagnosed), life experiences and previous disrupted attendance have a significant impact on their ability to access learning. Typically, pupils have a very disrupted history of education, with many attending several different schools, a history of exclusions, previous reduced timetables, minimal time spent in the classroom with peers and poor attendance. Consequently, many are working well below age related expectations, with a spikey learning profile and significant gaps in knowledge. Many are not ready to learn on entry and have not been in the classroom environment for some time. Typically, our children cannot concentrate for longer than 5-10 minutes. Our curriculum is broad, balanced, ambitious and specific to the SEN and life experiences (Adverse Childhood Experiences) of our pupils. Due to the specific context of our cohort, our curriculum drivers are mental health and wellbeing, SMSC, employability, independence and therapy. All pupils have an Education, Health and Care Plan.

**1.2** Hall Cliffe Primary is in Wrenthorpe and the school plays an important role within the local community, they attend our Community kitchens and Open days and we work together on conservation and projects. We are close to many museums, scenic locations and places of interest that we use to enhance pupils learning as part of our Life Skills programme. The school's focus is ensuring that we get the capable environments right for our pupils to maximise learning. Hall Cliffe Primary School is well-resourced and has a comprehensive range of facilities including a food technology room, sensory room and garden, climbing equipment and a multi-purpose games area in the playground as well as a wealth of sensory equipment and two therapy rooms. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly skilled staff team of education, pastoral, care and in-house therapy staff.

### 2. VISION, AIMS AND INTENT

#### 2.1 Our vision

At Hall Cliffe Primary School we provide our children with a safe, nurturing, empathetic environment where children's mental health is of the highest priority. An integrated therapeutic approach, as well as a strong commitment to working with the whole family, provides the foundations for children to be ready to academically, emotionally and socially thrive as happy, resilient, independent learners, who are prepared for their next stages of life.

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   2           |
| Linked to Policy Number:      | OPSP11            |          |                    |

## Our Aims

We aim to have made a positive difference so that when children are ready to move on to their next stage of learning they:

1. Are in good mental health and are resilient and able to overcome the challenges of life.
2. Have the skills to form and maintain positive relationships.
3. Understand how to protect themselves **and** keep themselves safe in an ever changing world.
4. Know how they learn best, be independent, and have solid foundations for a lifelong love of learning.
5. Are able to read, write and have good numeracy and ICT skills.
6. Have an understanding of all those who are different to themselves. They are respectful of those who are of a different gender, age, sexual orientation, race, have a disability, or those who have a different religion or beliefs to their own. They will have enjoyed many rich cultural experiences and are well prepared to make a meaningful contribution in a multicultural, modern United Kingdom.
7. Have developed their individual special talents and enjoyed experiences exploring the arts, sport and other areas of interest.

The school is registered for children aged 5-13, however we currently only have children who are in Year 2 to year 6 and we have not kept children past the age of 11 for 7 years. We have five classes which are organised by age and need rather than stage of learning, to ensure pupils receive the correct curriculum content for their age. Adaptive teaching is used to support pupils through resources, the level of adult support, scaffolding and ELKLAN (speech and language programme) strategies.

## Curriculum Intent

Our curriculum sets about to bring our school vision and aims to life. It is broad and balanced and aims to be holistic and includes academic learning, specialist clinical input and a range of experiences in the wider community. We aim to ensure EHCP outcomes are met. We want all children to access full time, classroom learning. We aim to teach children how to contribute in a meaningful way to our school, their communities, and the wider world. We intend to prepare children for not just their next stages of learning but provide key skills to prepare them for adult life.

We aim to develop basic skills so that children leave us being able to read, write, and use Maths and ICT in their everyday lives. We intend for children to move through the book bands, if possible being free readers (beyond the reading scheme) by the time they leave. We want children to develop a love of reading, having a favourite book and a favourite author. We aim to teach children how to communicate effectively with others, developing social skills essential in the world of work and employability skills. We strive to develop their own personal interests and talents and give access to a wide variety of other musical, dance and art experiences. These opportunities build a sense of character and self-esteem.

We will teach children about their own disabilities and the strengths and challenges that this may bring. We aim to teach them how to keep themselves safe, recognising that their disabilities make them particularly vulnerable. We aim to teach children about their own mental health and teach them about self-care strategies that will support them for life. We have dedicated Wellbeing Wednesday to this aspect of learning.

Where possible Art, Geography, History, Science, DT and Music are linked to a termly theme. We have chosen themes that allow opportunities for children to compare and contrast. The rationale being that this will give pupils the opportunity to connect knowledge in other areas of learning.

The two-year rolling programme ensures that pupils receive a broad and balanced curriculum, where appropriate, matched to their age. Our long-term plans have three pathways for Key stage 1, lower key stage 2 and upper key stage 2. These pathways are used for all subjects apart from Maths and English where children are taught based on their stage of learning. We have curriculum maps showing how pupils progress

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   3           |
| Linked to Policy Number:      | OPSP11            |          |                    |

their skills and knowledge during their learning journey and have clearly defined end points. This is personalised and different for all. Learning is planned in a logical order following subject progression maps and long-term plans, so that pupils can build upon what they already know.

We aim to give children aspirations for their future careers through ‘AQA Unit Awards’ in Fun Fridays. Pupils join in a range of activities to develop their skills and knowledge in a wide variety of areas and achieve nationally recognised certificates to evidence what they have learnt. We intend for pupils to have a holistic understanding of achievement, and they not only work towards the AQA Unit awards but also the Art Awards.

| KS1            | Year 1                       | Year 2   |
|----------------|------------------------------|--|
| One (Autumn)   | Arctic Adventures            | Homes and Toys (Local Study)                       |
| Two (Spring)   | Cool Castles (Local Study)   | Amazing Animals                                    |
| Three (Summer) | The Great Fire of London     | Sun, sea and Sand (Local Study)                    |
| LKS2           |                              |  |
| One (Autumn)   | The perilous Prehistoric Era | Masterful Maya                                     |
| Two (Spring)   | Awesome America              | Illuminating India                                 |
| Three (Summer) | Ancient Egypt                | The Incredible Industrial Revolution (Local Study) |
| UKS2           |                              |  |
| One (Autumn)   | Ancient Greece               | Vicious Vikings (Local Study)                      |
| Two (Spring)   | Radical Romans               | Woeful World Wars                                  |
| Three (Summer) | Amazing Africa               | Brilliant Britain (Local Study)                    |

We are currently working on the Year 1 themes.

Although we have no plans to admit children in KS3, we have an overview of knowledge and skills that are focused on for every subject in Year 7 and 8 as well as a long-term plan for each curriculum area. Schemes will be written based on the needs of the cohort and appropriate content will be taught for their age in consultation with our group’s Secondary schools but adapted to their ability so that it is accessible. Pupils will go up to our Secondary school, Hall Cliffe, for independent career’s guidance and will have access to their facilities / specialist equipment if needed e.g. for DT lessons or Science with arrangement with their SLT. KS3 pupils will be grouped together in a class and follow the same timetable and structure as the rest of school including life skills trips, Wellbeing Wednesday and Fun Friday sessions.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 *Leaders at Hall Cliffe Primary School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   4           |
| Linked to Policy Number:      | OPSP11            |          |                    |

- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

### 3.2 *The teaching staff at Hall Cliffe Primary School ensure that:*

#### **Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Provide alternative recording methods for children whose ability to put pen to paper is impacted by their disability or their high levels of anxiety, low self-esteem and fear of failure (We use Clicker8).
- Creating high quality adaptive planning, specific to the needs of their class to ensure that learning is accessible to all.
- Provide live feedback throughout the lesson.
- Provide effective direction to support staff, allowing them to maximise their impact on children’s learning.
- Reporting progress of children in line with school’s assessment policy.
- Writing high quality reports to all stakeholders including WG staff, social care and parents/carers.
- Take responsibility for their own professional development that ensures that they have effective subject knowledge and pedagogy to allow them to move children forward.
- Acting on the advice and recommendations of the clinical team.

#### **Subject Champions are responsible for:**

- Driving a love of their subject through the school. Being the champion, role model and setting the example.
- Providing strategic leadership and direction for their subject shared with all staff through their subject policy.
- Knowing strengths and areas of development within their curriculum areas.
- Act upon information gained from learning walks, book scrutiny, planning scrutiny, audits and stakeholder voice.
- Ensuring all staff, including non-specialist staff and support staff have good subject knowledge.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area. This may include formal and informal training and coaching conversations.
- Monitoring pupil progress within the subject and reporting on this to the head teacher. Using this data to improve outcomes for the pupils.
- Providing efficient resource management for their subject. Ensure the school is well resourced and resources are available to staff.
- Ensuring the curriculum is inclusive and specific to the needs of our children.
- Ensuring there is clear progression which is mapped out and links to the long-term plan.

#### **The SENDCO is responsible for:**

Collaborating with the head teacher and teachers to ensure the curriculum is accessible to all. Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010. Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need. Liaising with external agencies where necessary to ensure pupils who require additional support receive it. Working closely with the clinical team through the Internal Team Around the Child.

### 3.3 *Clinical staff ensure that:*

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   5           |
| Linked to Policy Number:      | OPSP11            |          |                    |

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

### 3.4 All staff ensure that:

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

## 4. IMPLEMENTATION

### 4.1 School begins at 08:40 and pupils leave at 15:00.

Breakfast, assemblies and lunch take place in classrooms to support and minimise the need for transition.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning to reduce transitions, have plentiful opportunities to support sensory needs, social communication needs and mental health. As such Emotional Check Ins, Wellbeing Wednesday, Zones of Regulation, Clinical Interventions and Life Skills Trips have all been included in our curriculum. Wellbeing Wednesday is based on 7 areas of positive mental health and includes teaching children about healthy eating, the importance of sleep, learning new skills, being physically active, giving to others, be in the present moment and connect with others. Assemblies provide opportunities for new learning and over learning based often on fundamental British Values, important events, Religion and World Views and SMSC.

Pupils have four 60 mins Maths lessons a week. Maths teaching is based on the White Rose Maths programme. Support is provided by use of resources moving children through the stages of concrete, pictorial and abstract. We focus on Maths facts as part of the lesson which is essential, given the learning needs and memory challenges of our children. It aims to support children to remember more. Pupils are also encouraged to access TT Rockstars and Numbots at home to reinforce their mathematical knowledge.

Pupils are grouped for Literacy and follow either the RWI Phonics or Literacy and Language pathway which focus on reading, writing, spelling, punctuation, grammar and handwriting as part of the daily 70-minute lessons.

Pupils take part in two science lessons each week. Children learn scientific knowledge through direct practical experiences. Pupils are encouraged to think creatively about science, to talk confidently about their work, present ideas using the correct terminology and to value and respect each other and the environment around them. Developing Experts materials are used to support the teaching of science.

Our Computing Curriculum uses Purple Mash as a tool for pupils to develop their computing and programming skills and being safe online is key for our pupils. Pupils have two computing lessons each week.

The History units in key stage two are, where possible studied in chronological order starting in Year 1 of the two-year rolling programme, so that pupils have a clear timeline in their mind. Our aim is that the History curriculum will fire pupils' curiosity about the past in Britain and the wider world and help them understand how the past influences the present.

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   6           |
| Linked to Policy Number:      | OPSP11            |          |                    |

Geography also links to the theme of the term where possible and the curriculum helps pupils develop a sense of place, enabling them to make comparisons with other places and appreciate the inter-relationships between human and physical processes and their impact on people and environments. We also want pupils to become global citizens and think about what they can do to support sustainability etc.

The Music curriculum gives pupils a vehicle for personal and communal expression as well as a chance to reflect on music in different cultures and societies. Kapow materials are used to support teaching. Pupils are given the opportunity to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and form their own judgements. In addition, drum lessons are available for all pupils and Pool noodle drumming is popular.

The DT curriculum, is a spiral curriculum and we aim to develop pupil’s knowledge and skills based on a cycle of design, make and evaluate. We want to prepare pupils for jobs that don’t yet exist, technologies that haven’t been invented and to solve problems that don’t yet exist. Pupils have a DT weeks where they work through a project including cooking, woodwork, electronics, sewing and mechanical work.

In Art we want Children to become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills. Children will also develop their knowledge of famous artists, designers and craft makers. Lessons and workshops offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. Pupils work towards achieving the Arts award.

**4.2 Key Stage 1 and 2 (Years 1 - 6)**

KS1 pupils follow the content of the KS1 curriculum, but through and EYFS approach and play-based learning in order to engage pupils and develop key skills.

KS2 pupils start their school journey in designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

**4.3 Key Stage 3 (Years 7 – 9)**

Pupils at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their class teachers for most subjects, but visit specialist teaching rooms as appropriate.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

**4.4 Key Stage 4 (Years 10 – 11)**

N/A

**4.5 Key Stage 5 (Years 12 – 14)**

N/A

**4.6 Residential Pupils**

N/A

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   7           |
| Linked to Policy Number:      | OPSP11            |          |                    |

#### 4.7 Homework

Homework is set on a weekly basis and includes Reading and Numeracy. Given the disabilities of some of our children, some children find homework a difficult concept because of their literal thinking. They believe school is for learning and home is definitely not. Family challenges are sent home during holidays which focus on activities that families can do together and take a trauma and attachment approach. Pupils are encouraged to read 3 times a week at home as well as learning Maths facts. Online resources such as Bug Club, TT Rock Stars, Numbots and Purple Mash are available, and all children and parents/carers have received log in details.

#### 4.8 Reading

Pupils have a 70 min Literacy lesson daily plus 20 mins weekly DEAR (Drop Everything and Read). Pupils who are not yet secure readers take part in a daily 'Read, Write Inc.' synthetic phonics lesson. Pupils who have completed the phonics programme will then follow the RWI Literacy and Language, spelling and handwriting programme. The timetable is carefully planned offering opportunities for wider reading during DEAR (Drop Everything and Read) and one to one reading opportunities with the child's key worker (at least three times a week). We see reading as the key to children being able to access other curriculum areas and as such have dedicated six and a half hours to teaching children to read each week, developing fluency and nurturing a love of reading. Our DEAR texts are carefully chosen, and reflect the protected characteristics, theme of the term, neurodiversity and include a range of age-appropriate authors or texts. We have Reading ambassadors who promote a love of reading across school and school ambassadors who share pupil voice in School council meetings. Every child has their own key worker who supports their emotional wellbeing in order to foster personal development.

#### 4.9 Oracy

##### *Oracy statement*

*Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Hall Cliffe Primary.*

*We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.*

- *Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.*
- *Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.*
- *Teach students to listen actively and respond appropriately to the contributions of others.*
- *Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.*
- *Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.*
- *Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.*
- *Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.*
- *Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice.*

#### 4.10 Therapeutic Provision

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   8           |
| Linked to Policy Number:      | OPSP11            |          |                    |

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs. Our onsite Educational Psychologist, Assistant Psychologist, Mental Health Practitioner, Speech and Language Therapist and Occupational Therapist provide one to one therapy and small group interventions based on children’s assessments and needs. This may include Lego therapy, Food explorers group, Move and Do, Girls Group, sensory circuits and sensory diets.

**4.11 Physical Education**

Our PE curriculum supports our children to be physically active and learn about why this is important to their future health and is based on PE Pro. Exercise is a really important part of teaching children to manage their own mental health and social, emotional and mental health needs. It also supports social and communication needs as we promote positive, co-operative activities and healthy competition, where children can learn to accept success and failure with equal grace. Pupils have a double PE lesson each week as well as taking part in games and activities at break times and as part of Life Skills trips and AQA Fun Fridays. Children take part in weekly swimming and Forest School on a half termly basis. Children have opportunities to take part in Bike ability. Many of our children are insufficiently active and do very little physical activity at home and so we aim to incorporate lots of movement into our curriculum (60 mins daily). This is achieved through active learning, sensory diets, sensory circuits, movement breaks, playtime activities and PE. Playtimes are well structured and support children’s SEN needs.

**4.12 PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Hall Cliffe Primary School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child’s 16th birthday (please refer to the school’s RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well. Our PSHE curriculum includes all areas of PSHE for the primary phase including statutory Relationships and Health Education. It supports safeguarding and is adaptive to the specific needs of our school. We teach children how to keep themselves safe in the real and virtual world. Children are taught First Aid.

We hold an annual careers week where visitors come and talk about different jobs and career paths and pupils get the opportunity to build their skills and explore possibilities for their future. Every June, children participate in the ‘Fiver Challenge’ where pupils create an enterprise, work as a team, understand how a business works and try to make as much profit as possible which then then donate a percentage to charity and use the rest for a team building activity. KS2 pupils will also take part in the ‘Green Innovators Project’ in the Summer term and meet business owners and professionals who are making our world a greener place.

Pupils at Key Stages 3 have access to impartial careers advice. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   9           |
| Linked to Policy Number:      | OPSP11            |          |                    |

#### 4.13 **Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Hall Cliffe Primary School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in RWV and PSHE/Citizenship and Careers lessons.

We aim to celebrate difference in order for children to gain understanding, and a rounded view of the world around them. We strive to promote culture capital opportunities as well as teaching children about fundamental British Values and Social, Moral, Spiritual Cultural (SMSC). We intend to give pupils the opportunity for off site visits and experiences. This is something we know that many pupils have not previously experienced. Our curriculum provides opportunities to challenge stereotypes and teach children about difference and diversity. The school's curriculum celebrates diversity.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Religion and World Views (RWV) teaches pupils how religious and non-religious traditions have shaped our lives. We enable pupils to make sense of their own world views, shape their identity and see their place within a diverse, multi-religious and multi-secular society. We develop the pupil's knowledge and understanding of the six major world faiths as well as non-religious beliefs and investigate and reflect on the fundamental questions of life and have courageous conversations. Pupils have a weekly RWV lesson.

Children take part in an Spanish days each term where they learn about another culture and develop their spoken language skills.

Fortnightly Life Skills trips allow opportunities to learn offsite. Pupils visit museums, Art galleries, religious buildings, learn how to catch a bus, go shopping, try new cuisines and take part in sporting and outward-bound activities (See Life Skills Policy).

We offer cultural workshops to allow pupils to explore and develop an appreciation for the Arts. This also allows them to develop their own personal interests and talents. Pupils also work towards the Arts Awards as they explain how they have been inspired, what Arts they have explored, what they have created as a result and presented.

#### 4.14 **COVID-19 Recovery Curriculum**

At our School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

### 5. **IMPACT, ASSESSMENT AND MONITORING**

5.1 The impact of our curriculum can be measured through progress towards, and achievement of:

- EHCP Outcomes and clinical targets as demonstrated in the WG EHCP Outcomes.
- Attendance data show that pupils attend regularly and access learning more when compared to their previous settings. In some cases, children are attending school full time following a period of home schooling or partial timetables.
- Hot and Cold Tasks (start/end of unit assessments) show impact of the curriculum.

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|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   10          |
| Linked to Policy Number:      | OPSP11            |          |                    |

- Boxall profiles demonstrate impact of the curriculum on SEMH and personal development.
- Increase in children being able to access higher Blanks Level Assessments (speech and language assessment).
- Children achieving a number of AQA qualifications and the Arts Award.
- SMSC Grid maker provides evidence of experiences linked to SMSC, PSHE, fundamental British Values and Protected Characteristics.
- Child voice activities tell us that they enjoy coming to school and feel safe when in school. This includes pupil Ambassadors who represent the views of children in their class.
- Many children have low and decreasing OOPs (out of programme periods) demonstrating that children are engaged in learning in a way that has not been possible in previous school placements.
- Children are moving through Read, Write Inc. colour bands with an increased number of children completing the programme and moving onto Literacy and Language.
- Children are moving towards becoming ‘free’ readers.
- Children are learning to read and we know this from progress data, from hearing children read, and using the phonic strategies they have learnt in lessons.
- YARK, Single Work Reading and standardised assessments demonstrate attainment and achievement in reading.
- Solar assessment criteria and ‘Star Cards’ demonstrate attainment and achievement in all curriculum areas. A P10 being equivalent of a Year 1 child.
- ‘Watch Our Writing Grow’ displays show the development of writing skills over time.
- Purple progress folders evidence work across all subjects over a pupil’s time with us.
- Children are prepared for the world of work and careers and have high aspirations of achievement.
- Children are able to use pink pen to self-correct and improve their own learning.

**5.2** We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

We use a range of ‘low threat’ formative and summative assessments. Formal and informal assessments will be carried out termly to measure pupil progress. Pupils also have opportunities to achieve AQA Unit Awards and Arts Awards.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

**5.3 Monitoring**

The school’s usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Hall Cliffe Primary School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

**6. CURRICULUM MODEL**

**6.1 Example Timetable:**

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   11          |
| Linked to Policy Number:      | OPSP11            |          |                    |

| <b>Lynx</b>             |                | Lesson 1<br>9:10 to 10:20   | Break<br>10:20 to 10:35 | CT<br>10:35 - 10:45                      | Lesson 2<br>10:45 to 11:45 | Lesson 3<br>11:45 to 12:30 | Break<br>12:30 to 13:10 | Lesson 4<br>13:10 to 13:55 | Break<br>13:55 - 14:05 | Lesson 5<br>14:10 to 14:50 | CT and Assembly<br>14:50 - 15:00             |
|-------------------------|----------------|---|-------------------------|--|----------------------------|----------------------------|-------------------------|----------------------------|------------------------|----------------------------|--|
| <b>Mr. Horsfall</b>     |                |   |                         |  |                            |                            |                         |                            |                        |                            |  |
| <b>Mon</b>              | <b>Subject</b> | RWI Phonics or Literacy and Language, spelling and handwriting, 10 mins sentence challenge. | Break / Sensory Circuit | Motorikills PE challenge and Circle Time | Whiterose Maths            | Geography / History        | Lunch                   | 10 mins DEAR PE            | Break                  | PE                         | Motorikills PE challenge and Sensory circuit |
|                         | <b>Room</b>    | Ability   |                         |  | Lynx                       | Lynx                       |                         | Lynx                       |                        | Lynx                       |  |
| <b>Tues Life Skills</b> | <b>Subject</b> | RWI Phonics or Literacy and Language, spelling and handwriting, 10 mins sentence challenge. | Break / Sensory Circuit | Motorikills PE challenge and Circle Time | Whiterose Maths            | RWV                        | Lunch                   | Music                      | Break                  | PSHE Keyworker             | Motorikills PE challenge and Sensory circuit |
|                         | <b>Room</b>    | Ability   |                         |  | Lynx                       | Lynx                       |                         | Lynx                       |                        | Lynx                       |  |
| <b>Wed</b>              | <b>Subject</b> | RWI Phonics or Literacy and Language, spelling and handwriting, 10 mins sentence challenge. | Break / Sensory Circuit | Motorikills PE challenge and Circle Time | Whiterose Maths            | Science                    | Lunch                   | Science                    | Break                  | Wellbeing                  | Motorikills PE challenge and Assembly        |
|                         | <b>Room</b>    | Ability   |                         |  | Lynx                       | Lynx                       |                         | Lynx                       |                        | Lynx                       |  |
| <b>Thurs</b>            | <b>Subject</b> | RWI Phonics or Literacy and Language, spelling and handwriting, 10 mins sentence challenge. | Break / Sensory Circuit | Motorikills PE challenge and Circle Time | Whiterose Maths            | Computing                  | Lunch                   | 10 mins DEAR Computing     | Break                  | PSHE                       | Motorikills PE challenge and Circle Time     |
|                         | <b>Room</b>    | Ability   |                         |  | Lynx                       | Lynx                       |                         | Lynx                       |                        | Lynx                       |  |
| <b>Fri PPA</b>          | <b>Subject</b> | RWI Phonics or Literacy and Language, spelling and handwriting                              | Break / Sensory Circuit | Motorikills PE challenge and Circle Time | Whiterose Maths            | Art                        | Lunch                   | AQA Fun Friday             | Break                  | AQA Fun Friday             | Motorikills PE challenge and Assembly        |
|                         | <b>Room</b>    | Ability   |                         |  | Lynx                       | Lynx                       |                         | Lynx                       |                        | Lynx                       |  |

7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

|                               |                   |          |                    |
|-------------------------------|-------------------|----------|--------------------|
| Document Number: HCP-V01-1224 | Issue Date:       | Dec 2024 | Version Number: 03 |
| Status: <b>FINAL</b>          | Next Review Date: | May 2025 | Page   12          |
| Linked to Policy Number:      | OPSP11            |          |                    |