



Chilworth House
School

Curriculum Policy

Last Update: September 2022

Next Update: September 2023

Curriculum Policy

Our Intent:

Chilworth House School caters for children who have been diagnosed with a range of complex difficulties which has affected their ability to be successful in previous settings. Their complex needs have manifested through negative behaviours which have become a barrier to their own learning. The intent of our curriculum is to offer a nurturing learning environment that provides social and emotional support alongside a targeted curriculum. We have high aspirations for our pupils and use our curriculum to respond to the children's evolving needs and remove their barriers to learning so that they are able to realise their potential.

Our safe and supporting environment allows our children to make progress beyond previous expectations. We enable this by building strong relationships with pupils who have previously lost trust in adult role models and have become accepting of their own failure. We challenge our children to take risks in their learning in all areas of the curriculum, encouraging resilience and reinforcing successful experiences.

We want our children to succeed and leave Chilworth House School with the skills and knowledge needed to have a positive impact on their lives and their community. To this end we focus on developing social skills, supporting them to become literate and numerate, develop their creativity and curiosity about the world and its history, instil values to equip them for life in modern Britain, and promote their health and wellbeing. We want them to be the best version of who they can be and our staff are ambitious in delivering this end goal.

We carefully structure our classes considering their age, their stage in development, as well as thinking about their social and emotional suitability to peers. If necessary, we respond dynamically to ensure that class groups are balanced and promote a positive learning environment for all.

Due to previous negative experiences our pupils are often reluctant to engage in new experiences and have limited aspirations for their future. We aim to combat this by offering a huge range of enrichment experiences, both onsite and offsite as well as community visitors, which broaden their experiences and deepen their understanding of life opportunities, including careers.

How we implement our Curriculum and the Impact this has on our Children:

We recognise that children coming into our school come in at different starting points. Most will have experienced severe disruption in their educational progress and are often missing significant parts of their learning. We make it our priority to find out where these gaps are and quickly work to reduce these. We do this through thorough assessments which we respond to with differentiated planning and targeted interventions. We motivate and engage our children by offering a curriculum which is flexible to their needs and takes into account their strengths, difficulties and interests. This coupled with our strong therapeutic approach enables all children to achieve and experience success. Our onsite therapeutic team, consists of an Educational Psychologist, mental health practitioners, a Speech and Language specialist and an Occupational Therapist.

At our school we believe that each child is born with a treasure box inside them. We regard it to be a privilege to be in a position to support our children to unlock their potential. We see our curriculum as being divided into six golden coins which support the development of the child and will enable them to become successful members of the community in the future.



Maths and literacy skills:

Our daily English and Maths lessons are taught in line with the National Curriculum to ensure that key skills are built upon progressively throughout the Early years, Key Stage one and two curriculum. Knowing our children and their needs means that we have a range of successful strategies that support the key skills of English and Maths, including; Read Write Inc (RWI), Purple Mash, Espresso, Indirect Dyslexic Learning (IDL), Clicker 7 (SEN Word processing software), Precision teaching and daily reading and writing practice. Children who we recognise as having the potential to work above age related are inspired to achieve this through additional support, differentiated expectations and targeted interventions.



Relationships:

Everyone is important in our school and our positive behaviour support, restorative practice and therapeutic approach ensures that relationships are developed and nurtured to the highest level. Our keyworker sessions allow children time and space to be themselves and facilitate continual access to the rest of the curriculum. By the time children leave our setting, they have developed trusting and caring relationships which will impact on the next stages of their life. Relationship building is a key strength at Chilworth House School and is the starting point for learning with our children, creating a climate of mutual respect and trust based upon shared values across the school community.

We celebrate the Art of brilliance at Chilworth house school, focusing on a termly theme delivered through assemblies and in class sessions. We promote the Art of Brilliance, as a school philosophy that scaffolds how our children and staff can be the very best version of themselves possible by choosing to be positive, take responsibility for their actions and act kindly towards others. In doing so they learn the intrinsic value of positivity which further boosts their self-esteem, resilience and identity of self. This area of the curriculum also incorporates aspects of British Citizenship, British Values and runs alongside the PREVENT agenda



Physical development:

At our school, we believe that a healthy body supports a healthy mind. Weekly PE lessons and enrichment activities enable our pupils to develop physical fitness, their balance and co-ordination as well as competition and team working skills. Our onsite catering facilities means that children are provided with a freshly prepared healthy breakfast and lunch each day at school as well as a classroom snack box and taxi snack for the end of the school day. This improves their concentration, learning and behaviour whilst at school giving them greater access to the curriculum. As a result, they learn about the importance of a healthy diet and experience the impact first hand. Our fantastic outdoor facilities offers access to vital gross and fine motor skills practice which supports their posture, coordination and writing skills. We also offer both onsite and offsite enrichment activities such as Swimming, Forest schools, Horticulture, Yoga, Cricket, Football and Computing as well as opportunities to compete against other schools. We are developing links with specialist teachers from Chilworth Upper School who support our staff and children in providing new experiences and opportunities to learn.



Creativity:

We understand that a key element in developing our pupils understanding of themselves is to develop opportunities for them to express themselves. Due to this we provide creative learning linked to a rolling programme of cross curricular topics. This will encompass Art, Design and Technology, Music, and dance and drama activities which allow pupils to develop key skills and become more confident learners. We enrich this area of the curriculum through weekly club activities and enrichment afternoons. Every year, children are encouraged to take part in performances to parents, showcase the creative activities they are proud of and take part in whole school competitions which utilise these skills. Weekly music lessons are led by an external instructor and lunchtime music clubs such as keyboard and guitar lessons. By giving children the exposure to creative activities, we are enriching their experiences and offering new hobbies and talents to be exposed.



Knowledge of the world:

Through our wide and varied cross curricular topics (a two year rolling programme), children have the time to apply the skills that have been taught in their English and Maths sessions to this area of the Curriculum. Within our topics, children are given the time to revisit and build upon concepts and skills throughout the Key stages.

We provide a high-quality science education that provides the foundations for understanding the world through biology, chemistry and physics. All children are taught essential aspects of knowledge, skills, processes and uses of science. They build up knowledge and skills that help them understand and answer questions about the world around them. Children today live in a constantly dynamic and evolving computing world which we prepare them for. Children who can think computationally are better able to conceptualise, understand and use computer-based technology, and so are better prepared for today's world and the future. Delivering high quality Science, Technology, engineering and Maths (STEM) education helps prepare our children for their future in the workplace.

As part of developing pupils understanding of themselves, it is essential for them to learn about their local community, life in modern Britain and compare and contrast this with developing their knowledge about life in other countries. As part of our rolling programme, we provide termly Geography topics which develop in progression to support their understanding in this area. We encourage children to develop their sense of identity through exploring the History of our country and by learning about key historical periods in our own and other countries. We inspire them to be curious about the past and develop enquiry skills so that they can develop new knowledge and compare this to modern life.

At Chilworth religious education is important to develop our children's knowledge and understanding of the religions and beliefs which form part of the society we live in, thus reinforcing the moral codes of society. By taking part in religious education it provokes challenging questions about the ultimate meaning and purpose of life.

Each academic year we encourage children to develop a deeper understanding of democracy and British Values. We have a school council that has a direct impact on what provision is put in place and ideas that develop and expand upon the curriculum we provide for them. An annual election of a Head and Deputy Head pupil requires our children to write manifestos, make speeches during assembly before a final vote is held. This promotes important speaking and listening skills alongside reading and writing practice which our children often find challenging.

Each term an activity week is planned to focus on a curriculum area to deepen their understanding of that subject area and is often linked to our local community. Examples of this include; Art week, Science week and Enterprise week. Enrichment afternoons are held every Friday and include a wide range of activities.



Social and Life Skills:

At Chilworth House School, we support children to communicate with their peers and adults on a daily basis, role modelling and scaffolding expectations. Weekly social skills sessions are key to this and take place in every class, as well as additional small group nurture interventions.

Children are supported with a motivational reward system, which includes receiving a gold or platinum t-shirt and the chance to have lunch with our Head teacher. This has a positive impact on behaviour for learning and reinforces socially expected behaviours. Through our school values and PSHE curriculum, we teach our children the important interpersonal skills for positive, safe relationships and friendships. We facilitate this through our teaching, guidance and role modelling. We provide opportunities for social interaction and engagement in the development of life and social skills, especially during 'non-structured' times such as break, lunchtime, enrichment activities and transitions. These interactions develop skills for communication, relationship building, problem solving and working with others. Children at our school also enjoy caring for the animals in both the Lower and Upper school which encourages skills of responsibility and empathy which are valuable lessons which can be transferred to looking after and caring for others.

Our children are encouraged to be ambitious. We provide a high quality of education for all of our children which take into account individual protected characteristics. We give them the chance to experience different job roles and also invite guests to our school to talk about different career choices. This gives our children ideas and dreams of what they may want to be later in life.

We are proud of the Curriculum that we provide at Chilworth House School. Each of our gold coins represents the treasure that is inside each and every one of our children. We work tirelessly to unlock that treasure and to provide a Curriculum that allows each child to be the very best that they can be when they leave our school!