



“Most students come to school ready to learn. Others come to learn how to be learners. Some come to school to be cared for and loved.”

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The Instinctual Brain

The primitive part of the brain that is concerned with our **physical systems**. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, fright or freeze.

The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future.



Our curriculum model

Our curriculum is **developmental not chronological**: it is based on where a child is in their development, not which year group they are in. Pupils are assessed on entry in a range of ways, and their work is tailored to their current stage of academic learning and SEMH development. For many of our pupils their personal development and SEMH needs mean that work in this area has to be prioritised, as a vital first building block in their learning journey. Our curriculum model also recognises the importance of having a strong academic core: for us, this means focusing on literacy, including spoken language, reading and writing, as one of the primary tools through which all other learning is accessed.

The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

Personal Development

Developing pupils' social, emotional and mental health

Literacy

Ensuring pupils make progress in spoken language, reading and writing

Intent

Our KS3 curriculum is designed to:

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support all pupils to move into, and be successful in, their next phase of education



Key Stage 3 Curriculum Intent

Enable all pupils to make progress from starting points

Support pupils to make healthy & safe choices

Focus on developing pupils Social, emotional and mental health

Engage all pupils in learning

Allow pupils to explore subjects through a thematic Enquiry approach

Support pupils to be successful in their next phase of education

Strong curriculum focus on English & Maths

Enable all pupils to experience success



Implementation

At Springwell we use an enquiry based curriculum, this is a form of active learning that starts by posing the big question. The learning journey is explicitly shared with children in order to ensure they connect to the big picture of their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated.

Pupils in KS3 explore the following subjects, using the following curricular programmes as the base of medium term planning:

<p>Spiritual, Moral, Social and Cultural (SMSC) development</p>	<ul style="list-style-type: none"> We have put SMSC 'at the heart' of our curriculum. It is the over-arching umbrella that encompasses personal development across the whole curriculum. Our enquiry approach is based on a 'big question' to be considered over a term with each subject hooked onto it. Feeding into this big question are smaller enquiry questions based on the SMSC strands.
<p>Literacy Ensuring pupils make progress in oracy, reading and writing</p>	<ul style="list-style-type: none"> All students access literacy support through lessons and targeted interventions as appropriate from the intervention menu. We are involved in an oracy project with Voice 21 to develop all children's oracy skills. All KS zones have their own comfortable library area and children's reading and reading comprehension is supported by a reading buddy system to complement interventions.
<p>English Core Curriculum</p>	<ul style="list-style-type: none"> Learning journals planning is based on the National Curriculum for English, and we use resources from Oxford's Ignite programme. In addition to English lessons, literacy permeates our teaching in other subjects, including PSHE and project work.
<p>Maths Core Curriculum</p>	<ul style="list-style-type: none"> Learning journals planning is based on the National Curriculum for Mathematics, and uses Oxford's My Maths programme. Our intervention menu includes Mathematics interventions to support students with significant gaps in learning.
<p>Science Core Curriculum</p>	<ul style="list-style-type: none"> Our learning journals allow for progression in scientific skills based on the National Curriculum. We use resources from Oxford's Activate to enhance teaching.
<p>IT Core Curriculum</p>	<ul style="list-style-type: none"> All children are taught applied IT skills including the use of Microsoft Office programmes via other subjects as appropriate.



Topic Core Curriculum Personal Development	<ul style="list-style-type: none">• In addition to the core subjects above, students will also work on a different Enquiry based topic each half term. These are designed to give breadth to the curriculum, and to allow students to experience engagement with, and success in, a range of curricular areas (Religious Education, Humanities, Creative Arts).• Enquiry based learning allows our class teachers to be responsive and adaptive to the needs and interest of the children in their class. Through this approach children are encouraged to research, investigate and problem solve to inform their learning. This approach encourages children to take ownership of their learning and become engaged, independent and motivated.• We have developed our own SMSC and BV enquiry questions for each topic so as to ensure this learning is explored, embedded and assessed throughout an enquiry.• Teachers complete a curriculum coverage sheet for every student in their class, which is passed on to their next school as part of transition.• Teachers ensure that topic work makes PSHE and SEMH learning explicit, and can also make use of the PSHE Association's programme and resources.• So that we are able to offer the breadth in the curriculum, children are offered the opportunity to explore most subject areas. The depth that we offer will be appropriate to each learner.
PSHE Core Curriculum Personal Development	<ul style="list-style-type: none">• Our PSHE programme, is designed based on the PSHE association's long term planning and resources.
Food Technology Core Curriculum Personal Development	<ul style="list-style-type: none">• All pupils have regular Food Technology lessons to teach them about preparing healthy recipes and help them prepare for independent living
Off Site Learning Personal Development	<ul style="list-style-type: none">• Pupils may have the opportunity to take part in other activities to enhance the curriculum and provide opportunities for personal and social development.



<p>Back on Track Personal Development</p> <p>Progress measured through Boxall profile and Doyle's reintegration scale</p>	<ul style="list-style-type: none"> • Our student's social and emotional development is a key priority for us. Teachers ensure that themes around wellbeing and relationships permeate through all lessons. Classroom staff and the Care Team support all pupils to begin to recognise their feelings and emotions and understand the concept of 'flipping your lid' using Siegel's Hand Model of the Brain. Where needed staff use co-regulation to support pupils in crisis, with the aim for pupils to become more able to self-regulate over time. Pupils learn about what happens to their body when they are anxious and the intention is that they are able to recognise these signs and explore strategies to help them regulate big feelings and emotions. • We also offer a wide range of 1:1 SEMH interventions as part of our intervention menu, so that pupils with significant development needs identified on their Boxall profile can receive personalised support.
<p>Physical activity</p>	<ul style="list-style-type: none"> • All students have access to physical activity every week • All students also have regular opportunities throughout the week for physical activity including through structured activities at break and lunch time and use of the Gym and enrichment time • Our intervention menu includes Sports intervention and the use of sensory circuits
<p>Enrichment Core Curriculum</p>	<ul style="list-style-type: none"> • Our curriculum model reflects the importance of enrichment in our children's school lives. We have dedicated curriculum time for enrichment, ensuring our students experience success through a range of activities and learning experiences. This may take place in classes, in key stages or across key stages in 'families'. We work on developing relationships and building cultural capital in our young people. Activities are tailored to our students and may include but are not limited to climbing, equine intervention programmes, sports, yoga, music and bushcraft.

Impact

We will measure the impact of the curriculum in the following ways:

- Observations of learning
- Student voice
- Attendance
- Analysis of student progress data
- Qualitative data on student progress (e.g. through pupil learning journal)
- Quality assurance of PSHE curriculum
- Observations of learning in PSHE lessons
- Analysis of behaviour data
- Analysis of progress in reading and maths standard scores
- Number of students successfully reintegrated to the next phase of their education