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1. Supporting Documents

- PSHE & RSHE Policy (EDE.POL.003)
- SEND Policy (EDU.POL.022) and Accessibility Plan
- Behaviour Policy (EDU.POL.027) and Anti-Bullying Policy (EDU.POL.007)
- Safeguarding Policy (EDE.POL.002) and Online Safety Policy (EDU.POL.009)
- Alternative Provision Policy

Related policies are held within RADAR in the School's policy folder.

2. Introduction

At New Ways School, we believe every pupil deserves a curriculum that is broad, balanced and ambitious, and that opens doors rather than closing them. Many of our pupils arrive having missed time in education or having found earlier settings hard to manage. We design our curriculum, and the wider life of the school, to rebuild confidence, fill gaps and give each pupil the knowledge, skills and experiences they need to thrive in modern Britain.

This policy sets out our approach to the curriculum, to the spiritual, moral, social and cultural development of our pupils, and to the active promotion of fundamental British values. We treat these as one connected whole. What we teach, how we model relationships, and what pupils take away about living well alongside others all shape the same young person.

3. Aim & Scope

Keys

This policy applies to all staff, governors, pupils, parents and carers, and visitors at New Ways School. It aims to:

- set out the intent, content and delivery of our broad and balanced curriculum
- explain how we support pupils' spiritual, moral, social and cultural development across the school day
- show how we actively promote each of the fundamental British values by name, and how we evidence that pupils have understood them
- make clear how we meet the Independent School Standards on the curriculum and on the development of pupils
- prepare pupils for the opportunities, responsibilities and experiences of adult life in modern Britain

4. Abbreviations and Definitions

Curriculum. Everything we plan for pupils to learn, both formal and informal, across the whole school day. This includes lessons, enrichment, therapeutic input and the everyday social learning that happens between adults and pupils.

SMSC. The spiritual, moral, social and cultural development of pupils. It is how pupils develop their own values, learn right from wrong, work well with others, and understand the world and cultures around them.

Fundamental British values. The four values named in the Independent School Standards: democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Tolerance here means tolerance of those with different faiths and beliefs, not a general idea of respect.

Cultural capital. The knowledge, language and experiences that help a pupil take part fully in society and make the most of their next steps.

5. Policy Content

5.1 Principles and Approach

Our approach rests on the following principles. Broad, balanced and ambitious. We hold high expectations for every pupil and refuse to narrow the curriculum because a pupil has additional needs. Adapted, not reduced. We adapt content, pace and support so pupils can access learning, rather than removing learning from them. Relational and trauma-informed. We understand behaviour as communication and build learning on safe, trusting relationships, in line with the Keys Connect model. Active promotion, not generalised values. We promote each fundamental British value by name, not a vague set of core values. Evidenced through pupil work. We treat pupils' own work and voice as the strongest evidence that learning, including SMSC and British values, has landed. Preparation for adulthood. Everything we teach is pointed at independence, good qualifications where appropriate, and confident participation in adult and community life.

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

5.2 Curriculum, SMSC and Fundamental British Values in Practice

Curriculum intent

At New Ways School, we set aspirational end points for each pupil, informed by their starting points, their EHCP outcomes and their individual needs. We sequence knowledge so pupils build towards meaningful qualifications, independence and successful transitions into adulthood.

Curriculum content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, economic education, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum: -

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Our curriculum gives pupils experience across each of the areas required by the standards. We cover linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education, adapted for the age, aptitude and needs of our pupils, including those with an EHC plan.

Alongside these areas, our curriculum:

- delivers core knowledge and skills, with appropriate adaptation for pupils with SEND

Keys

- provides personal, social, health and economic education, including relationships, sex and health education in line with the 2025 statutory guidance that becomes statutory from 1 September 2026
- promotes spiritual, moral, social and cultural development and actively promotes the fundamental British values
- builds independence, life skills and cultural capital, with emotional wellbeing at the centre
- prepares pupils for further education, training, employment and adult life

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.
- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with: -

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

Spiritual, moral, social and cultural development

Keys

We support SMSC across the curriculum, the ethos of the school, assemblies, tutor time, enrichment and restorative practice. Pupils develop self-knowledge and self-esteem, learn to tell right from wrong and respect the law, work well with others, and explore and respect a range of faiths, beliefs and cultures. Restorative approaches help pupils understand the impact of their actions, repair relationships and take responsibility.

Actively promoting fundamental British values

We do not rely on a general set of values. We actively promote each of the four fundamental British values by name. For each one, we are clear about where it is taught, how it is promoted across school life, and what pupil work shows that pupils have understood it.

Democracy. We teach democracy through the curriculum, for example in humanities and tutor time, and we promote it through pupil voice, the school council and decisions pupils help to shape. We evidence understanding through pupil work, council records and pupil voice.

The rule of law. We teach why rules and laws exist and how they protect people, and we promote it through clear, fairly applied school rules and restorative conversations. We evidence understanding through pupil work, reflections and pupil voice.

Individual liberty. We teach that pupils have rights and can make safe, informed choices, and we promote it by supporting pupils to make choices about their learning, options and next steps. We evidence understanding through pupil work, option choices and pupil voice.

Mutual respect and tolerance of those with different faiths and beliefs. We teach pupils to respect and understand people whose faiths and beliefs differ from their own, and we promote it through assemblies, enrichment, visitors and the everyday culture of the school. We evidence understanding through pupil work, including religious education and PSHE work, and pupil voice. Tolerance here is specifically tolerance of those with different faiths and beliefs, not a general idea of respect.

At New Ways School, we map these four values against our curriculum, assemblies, PSHE and relationships education, tutor time and trips, and we keep a triangulation pack that brings together where each value is taught, how it is promoted, and pupil work as evidence of understanding. The local mapping is recorded in the school annex.

Careers guidance

For pupils receiving secondary education, we provide access to accurate, up-to-date careers guidance that is impartial, that enables pupils to make informed choices about a broad range of options, and that encourages them to fulfil their potential.

Evidence and triangulation

We keep a curriculum and SMSC evidence pack so we can show intent, implementation and impact at any time. This includes curriculum maps and schemes of work, the fundamental British values mapping, pupil work, pupil voice, assembly and enrichment records, and destinations data. Pupil work is our primary evidence, and pupil voice supports it.

5.3 Recording, Monitoring and Reporting

Keys

Pupil progress and curriculum delivery are recorded on tracking systems that monitor academic, social and emotional and SMSC, alongside curriculum maps, schemes of work and the evidence pack. Leaders monitor through learning walks, observations, work scrutiny and data reviews, and report to the Proprietor and Governors on a termly basis, with a full curriculum review at least annually.

5.4 Equality and Inclusion

At New Ways School, this policy is applied fairly and without discrimination, in line with the Equality Act 2010. Every pupil is entitled to a curriculum that meets their needs and aspirations, including those with an EHC plan. We adapt planning, resources and teaching to remove barriers, and we monitor curriculum access and outcomes for different groups, acting swiftly to address any disadvantage. Curriculum content reflects diversity of culture, faith, family and ability, and promotes respect and inclusion.

6. Responsibilities

The Executive Headteacher is Louise Reeks. The Headteacher is Sarah Gould. The Designated Safeguarding Lead (DSL) is Louise Reeks, supported by Vicky Jones at the Corbett House site and Violet Watson at the New Ways School site. All safeguarding concerns must be reported without delay in line with the Safeguarding and Child Protection Policy.

6.1 Pupils

engage with their learning, contribute to discussion, and treat staff and one another with respect, and take part in enrichment, tutor time and the wider life of the school.

6.2 Staff

plan and deliver ambitious, adapted lessons that meet pupils' needs and follow the agreed schemes of work model the fundamental British values and SMSC through everyday relationships and language record pupil progress and keep the evidence that shows what pupils have learned and understood

6.3 Leadership and the curriculum and SMSC lead

Leadership at New Ways School sets the curriculum vision, makes sure the timetable gives statutory coverage, and quality-assures teaching through learning walks, observations and work scrutiny. The curriculum and SMSC lead oversees curriculum planning, SMSC provision and the active promotion of fundamental British values, and keeps the evidence pack current.

Leaders will review curriculum access, participation and outcomes for pupils in alternative provision on the same basis as pupils educated on-site.

6.4 Governance

The Proprietor and Governors at New Ways School hold the school to account for the quality and impact of the curriculum and for compliance with the Independent School Standards. They monitor through reports, visits and scrutiny of evidence, and provide challenge and support.

6.5 Parents and carers

are kept informed about what their child is learning and are consulted where the standards require it, including on relationships and sex education, and support their child's learning, attendance and engagement with the wider life of the school.

6.6 Named leads

The named lead for the curriculum, SMSC and fundamental British values at New Ways School for curriculum is Jess Purewal (Corbett House site) and Lewis Carter (School site) SMSC leads are Jessica Purewal (Corbett House) and Anna Pickering - Assistant Head (School site).

Training Requirements

Curriculum, SMSC and fundamental British values are covered in staff induction at New Ways School and refreshed at least annually. Subject and curriculum leads receive ongoing development so they remain expert in their areas and can support colleagues teaching outside their first specialism.

7. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

8. Sources of Information / References

This policy reflects current statutory guidance and legislation, including:

- The Education (Independent School Standards) Regulations 2014, in particular Standard 2 on the quality of education provided through the curriculum, and Standard 5 on the spiritual, moral, social and cultural development of pupils
- Independent School Standards: guidance for independent schools (DfE, April 2026), in particular paragraphs 1.6 to 1.7, 1.52 to 1.53 and 2.3 to 2.10, including paragraph 2.7 on actively promoting each fundamental British value
- Promoting fundamental British values as part of SMSC in schools (DfE, 2014)
- Relationships Education, Relationships and Sex Education and Health Education statutory guidance (DfE, 2025, statutory from 1 September 2026)
- Section 78 of the Education Act 2002, which requires a balanced and broadly based curriculum
- The Equality Act 2010
- The Children and Families Act 2014 and the SEND Code of Practice (2015)
- The schools we work with sit across different inspectorates. This policy is grounded in the underlying standards, which are common across them. Where the inspecting body needs to be named, our school is inspected by Ofsted.

9. Version Control

This policy is held centrally in Radar and will be amended as required. All schools will ensure they are using the most up-to-date version and will amend any locally held copies accordingly.

Keys

This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The next review date and version history are recorded in the control table above. The named owner for review at New Ways School is the headteacher.

10. Appendices (see next page)



The following local arrangements apply:

- Curriculum and SMSC lead:

Curriculum and Quality of Education Leads: Jess Purewal (Corbett House site) and Lewis Carter (School site)

SMSC leads: Jessica Purewal Deputy Head (Corbett House site) and Anna Pickering - Assistant Head (School site).

Oversight for Quality of Education, Curriculum and SMSC for both sites: Louise Reeks (Executive Headteacher and DSL)

- Curriculum map and pathways offered:

New Ways is committed to providing an ambitious, personalised curriculum that meets the diverse needs of pupils. A strong emphasis is given towards communication, literacy, numeracy, personal development, independence, and preparation for adulthood. Across both sites, school site and Corbett House site, pupils access a broad and balanced curriculum that promotes academic achievement, social and emotional development, British Values, SMSC, enrichment opportunities, and the development of cultural capital. The core philosophy remains the same: pupils are supported to develop the knowledge, skills, understanding, and confidence required to achieve positive outcomes and meaningful participation in society.

New Ways School Site Curriculum Offer

New Ways School offers a single formal pathway, which allows our pupils to access all available qualifications.

New Ways School Site

New Ways School site offers a single formal pathway, allowing pupils access to all available qualifications.

KEY STAGE 3 [YEAR 7, 8 & 9]									
English	Maths	Science	Humanities	Careers	Beliefs & Values	PSHE	Creative Art	PE	Food Tech
Keys Stage 4 and Key Stage 5									
QUALIFICATIONS OPTIONS									
	Maths. English		Other Academic Subject Areas			Practical and Creative Subject Areas			
GCSEs	English Language GCSE		History GCSE			Outdoor Learning GCSE			
	Maths GCSE (Higher and Foundaton)								
Functional Skills/BTECs	Level 1 English Functional Skills					BTEC Home Cooking Level 2 Award			
	Level 2 English Functional Skills					BTEC Level 1 Vocational Award			
	Level 1 Maths Functional Skills					BTEC Level 1 Vocational Certificate			
Additional Qualifications	English Entry levels		Science Entry level			ASDAN Employability Entry 1			

	Maths Entry level	Science Entry Double Award	ASDAN Employability Entry 2
			ASDAN Employability Entry 3
			Trinity Arts Award Bronze
			Trinity Arts Award Silver
			Trinity Arts Award Gold

Our qualifications curriculum is carefully tailored to ensure that all pupils access meaningful and aspirational accreditation, regardless of their starting points. Through a broad and relevant offer, pupils gain qualifications that recognise achievement, promote independence and prepare them for positive destinations beyond school.

Fundamental British Values, SMSC and Enrichment at New Ways School

At New Ways School, Fundamental British Values, Spiritual, Moral, Social and Cultural (SMSC) development, and enrichment opportunities are woven throughout the curriculum rather than taught in isolation. They form a central part of our curriculum intent and are explicitly planned, taught, monitored and evidenced across all subjects, enrichment activities, educational visits, careers education, assemblies, tutorials, drop-down days and personal development programmes. The promotion of these values supports pupils in becoming respectful, responsible and active members of society while developing the knowledge, skills and understanding needed to thrive in modern Britain.

At New Ways School, we are committed to developing well-rounded young people who are prepared for life beyond school. Fundamental British Values, SMSC education and enrichment opportunities are carefully planned and embedded across the curriculum and wider school experience. This enables pupils to develop their understanding of themselves and others, make informed choices, contribute positively to society and prepare successfully for adulthood and life in modern Britain.

Democracy

Pupils learn about democracy through student voice activities, pupil council meetings, elections for leadership roles, PSHE lessons, humanities subjects and tutorial discussions. Staff actively encourage pupils to express their views, contribute ideas and participate in decision-making processes that affect school life. Evidence of understanding can be seen through pupil voice surveys, school council minutes, election materials, written reflections, debates, persuasive writing tasks and project work linked to current affairs and citizenship.

The Rule of Law

The Rule of Law is promoted through consistently applied school expectations, restorative practices, behaviour support plans, PSHE, careers education and exploration of laws and justice within humanities subjects. Pupils develop an understanding of the importance of rules, consequences, rights and responsibilities both within school and the wider community. Evidence can be found in behaviour reflections, PSHE workbooks, humanities assessments, discussions around community safety, educational visit risk-awareness activities and pupils' ability to explain the purpose of rules and laws.

Individual Liberty

New Ways School encourages pupils to make informed choices, develop independence and take increasing responsibility for their own learning and personal development. This is promoted through personalised curriculum pathways, careers guidance, independence programmes,

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travel training, enrichment opportunities and preparation for adulthood activities. Evidence includes pupil target-setting documents, careers portfolios, option choices, independent learning tasks, work experience records, travel training achievements and personal reflections demonstrating decision-making and self-advocacy skills.

Mutual Respect and Tolerance of Those with Different Faiths and Beliefs

Respect and tolerance are embedded throughout the school's culture and curriculum. Pupils explore diversity, equality, different cultures, faiths and beliefs through PSHE, Beliefs and Values, humanities, assemblies, cultural events and enrichment activities. Pupils are encouraged to understand and appreciate differences while recognising shared values and common humanity. Evidence can be seen in class discussions, project work, cultural celebration activities, displays, written reflections, educational visits, SMSC activities and pupils' positive interactions with peers and adults.

SMSC Development

SMSC development is planned strategically across all curriculum areas:

- **Spiritual Development** through self-reflection, creativity, discussions about beliefs and values, outdoor learning experiences, literature, art, music and opportunities to explore personal identity.
- **Moral Development** through consideration of right and wrong, ethical dilemmas, restorative conversations, charity work and discussion of current issues.
- **Social Development** through teamwork, communication, leadership opportunities, group learning, residential experiences and community participation.
- **Cultural Development** through exploration of local, national and global cultures, visits, visitors, themed events, celebrations and exposure to a rich range of artistic, musical and literary experiences.

Evidence of SMSC development is captured through curriculum work, pupil voice, enrichment participation records, displays, photographs, assessment evidence, EHCP outcomes, behaviour records and personal development portfolios.

Enrichment

Our enrichment programme broadens pupils' experiences beyond the classroom and supports the development of cultural capital. Opportunities include educational visits, outdoor learning, sporting events, creative arts activities, enterprise projects, community engagement, careers experiences, work-related learning, themed cultural days and external workshops. These experiences enable pupils to apply their learning in real-world contexts, develop confidence and resilience, and gain a deeper understanding of the wider world.

Evidence of impact includes pupil reflections, photographic records, accreditation outcomes, careers portfolios, participation data, achievement awards, displays and examples of work produced following enrichment activities. Together, Fundamental British Values, SMSC and enrichment contribute significantly to pupils' academic progress, personal development and preparation for adulthood.

Corbett House Site Curriculum Offer

Corbett House is able to offer 2 Pathways - **Formal and Semi-Formal**. Both curriculums can have access to all the available qualifications, depending on need and ability.

The Formal based around the core areas of linguistics and mathematics. This is to promote the principle that pupil's knowledge in linguistics and mathematics gives them what they need to access the broad and rich curriculum that we provide.

1.1 The Linguistic Curriculum.

Teaching pupils to be able to communicate in a meaningful way is central to our curriculum. We will continuously encourage pupils to widen their vocabulary and learn to express themselves with confidence and knowledge.

Teaching pupils to read is a priority. We want every pupil to develop a love of reading and become confident, fluent readers. New Ways School environment has a wealth of literature for pupils to read based on interests and curriculum end goals with a bespoke lesson allocated to reading on the timetable.

Phonics is taught discreetly using 2 different approaches, dependent on age and social ability. This includes Nessler and Abigail Steel.

English lessons are on the timetable for every pupil. A carefully and sequentially planned curriculum leads pupils to aspirational end points and goals dependent on need. It is expected that all pupils gain a qualification in English by the time they leave New Ways School. Accredited qualifications range from Functional Skills to GCSE. The skills and knowledge pupils gain in English lessons is seamlessly promoted in other subjects, for example, reading skills in food technology.

1.2 The Mathematical Curriculum.

Mathematics is taught explicitly in timetabled lessons. Mathematics is also integral to other lessons such as food technology where pupils use their growing knowledge to, for example, measure or make calculations. Pupils build on prior knowledge in carefully planned sequential steps. Teaching constantly uses and reinforces prior knowledge so that pupils' understanding becomes embedded. Strategies during lessons should encourage pupils to become flexible and independent mathematicians. They are encouraged to recall knowledge and use it in gradually more complex concepts and procedures. Pupils growing knowledge gives them the confidence to use their mathematical knowledge in other subjects and real-life situations. All pupils are expected to gain a mathematical qualification before they leave New Ways School. Accredited qualifications range from Functional Skills to GCSE.

1.3 The Scientific curriculum.

In New Ways School science is a discrete subject on the timetable whilst others may embed science within other topics. In line with the aims of the national curriculum we teach pupils to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. However, we teach scientific understanding and knowledge through a range of other subjects such as food lessons, physical education and personal, social and health education. New Ways School supports pupils in gaining qualifications in the scientific curriculum via GCSE qualifications and ELC.

1.4 The Technological curriculum.

A deeply embedded cross-curricular approach as well as in discrete lessons ensures a deep and thorough understanding in the technological curriculum. Design and technology offers opportunities to learn trade and life skills through progressive learning of skills that have been sequentially planned. Subjects such as food skills help pupils to grow their knowledge to create and solve problems in a variety of different contexts.

1.5 The Human and Social curriculum.

It is essential that pupils are given every opportunity to learn how to have strong British Values. New Ways School has a strong personal, social, health and economic (PSHE) curriculum which will measurably enhance pupils' growing knowledge and personal development. New Ways School is a member of Jigsaw for planning. Therefore, as a taught curriculum it is strong and pupils' growing knowledge is demonstrated. New Ways School embeds this curriculum within other planned subjects such as careers, tutorials and humanities. It is essential that pupils' cultural capital is expanded through the teaching of these subjects. We enhance this area of the curriculum through a wide range of well-planned activities for example, cultural theme days, careers programmes and enrichment opportunities.

New Ways School ensures that pupils' emotional needs are met through the delivery of this curriculum area and that links are made to their individual behavioural plans and education, health and care plans. We work closely with other professionals to adapt this curriculum as and when required.

1.6 The Physical curriculum.

New Ways School covers the physical curriculum through discrete physical education (PE) lessons and through a diverse range of enrichment activities. PE lessons are planned to give pupils a growing knowledge and confidence in games, gymnastics and sports. New Ways School uses external facilities and coaches to also help support the teaching of specialist areas of this curriculum, for example, boxing, golf and outdoor experiences. This growing confidence in their own physical abilities and knowledge supports them in, not only their personal development but it allows them to see the opportunities that are now open to them.

1.7 Aesthetic and Creative curriculum.

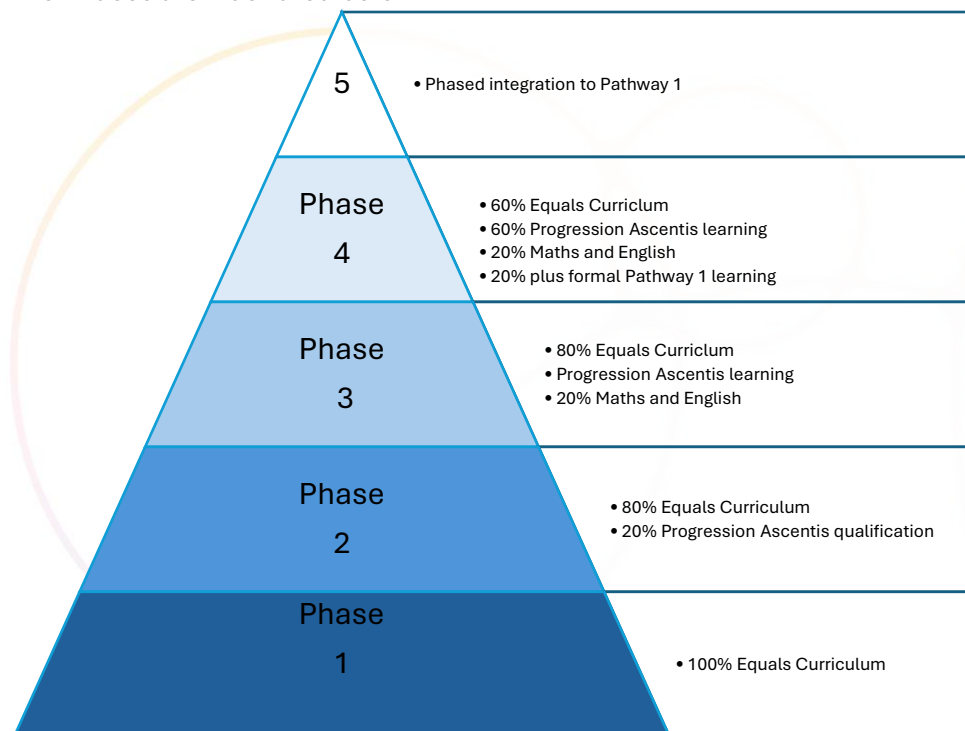
New Ways School will address this curriculum through discrete art lessons and through a range of other subjects such as English, PSHE, Art and food skills. We also have an extensive range of cross-curricular and enrichment activities that support pupils' growing knowledge and confidence in this curriculum. In art lessons pupils learn about different artists and their techniques and experience the use of different media with a growing expertise. Accredited qualifications include the Trinity Arts Award.

The Semi Formal, using the Equals Curriculum develops missed learning depending on need and development but with opportunities to access the National Curriculum, if able.

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The Units are taught by a variety of teachers, who's knowledge and experience allows them to introduce National Curriculum subjects into the activities learning, if a child is able. Each child can work through the Phases to ensure that the programme of study is ambitious and these phases link to end of term data collection.

The Phases are illustrated below.



The Equals Curriculum has overarching themes which are embedded in activities and opportunities in the programme: Communication, Outdoor School, Physical Wellbeing, Independence, Relationships and sex education, art, music, drama, thinking and problem solving, physical and wellbeing and Play & Leisure.

1.8 Communication

The Equals Communication unit of learning is based around the basic premise that communication is, at its core, a fairly simple business, but that 'education' has made it unnecessarily complicated for those with learning and trauma needs. Communication is at the heart of being a social human being, and being a social human being that is at the heart.

Equals Communication argues that we only need three essentials in order to communicate:

A motivation (a reason) for communicating

A means (a method) of communicating

Someone (a partner or partners) to communicate to

If we can provide all three we can at least provide the basis for teaching communication effectively to all learners.

4.9. Outdoor School

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This area of learning promotes independence, self-esteem, self-confidence, resilience; fostering sensory awareness; promoting physical well-being; enabling communication, especially peer-to-peer communication; promoting team building and co-operative learning; promoting thinking and problem solving; not to mention, having fun!

It exposes learners to emotional and physical risk by taking them outside of their comfort zones both in the environment they find themselves in and the activities they undertake

1.9 Physical and Wellbeing

Physical Well-Being focuses on what it considers to be the four main areas of

- Physical Activities
- PE, Sport, Games and Aquatics
- Mental Health and Well-Being
- Healthy Eating and Healthy Lifestyle

It recognises that the basic point of physical activity is to maximise opportunities for functional movement. It is however, hugely important that we see this as a lifestyle choice and that the emphasis must be on learners choosing to be physically active and remaining so throughout the whole of their lives.

Staff therefore concentrate on getting learners into good habits so that there is a long-term acceptance, welcoming and enjoyment of the intrinsic benefits of physical activity

1.10 Independence

Cooking is going to be a mixture of skill based learning and process based learning, though the process based learning (that is, learning by 'doing' without any fixed or rigid target) will be more in evidence once the learner has established a sound base of core skills.

Learners are taught and experience a wide range of different skills/cooking activities as possible whatever their cognitive level. Learners may, on occasion, need to cook food for others, not themselves, in order to gain this knowledge and relevant practice. This is also very important in terms of learning about general safety in the kitchen.

Learners will learn the process of shopping by doing the act of shopping itself, in real shops using real money and in real time.

The basic principle should always be that shopping should, wherever possible, be self-motivational. That is, the learner should have a reason for wanting to go to a shop in the sense that something which is important to the individual learner is purchased in the process of shopping. This may present problems for learners who are (a) not interested in food or (b) cannot eat food, since food shopping will inevitably, often be the main focus.

Travel Training is a combination of skills based and process based learning; that is, learners will learn the process of travelling from one place to another and back again by doing, and the more opportunities they have of doing, the more secure their learning will be.

1.11 Relationships and sex education

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The purpose of RSE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives, for which RSE must always be appropriate to pupils' age and stage of development. Equals curriculum believes that these four elements of safety, health, happiness and appropriateness. There are three key elements to SRE, which are include in learning across the curriculum:

1. Acquiring information
2. Developing skills
3. Exploring attitudes and values

1.12 Art

The whole area of study has been subdivided into the sections of Painting, Collage, Printmaking, Sculpture, Drawing, Textiles and Digital Media. The elements of Art; line, tone, shape, space, texture, colour and form are explored throughout.

The ideas that make up this area of learning have been 'graded' into (i) encountering (ii) exploration and (iii) developing understanding.

1.13 Music

Music is developed through encountering, exploring and developing.

Encountering may involve: raising awareness; becoming familiar with; focussing attention on; a sensory, immersive, visceral experience; participation in presentation and/or performance.

Exploring may involve: recognition of the process; building sequential memory; playing; learning with and from others; experimenting; making connections, recognising same and different; discovering possibilities; coping with new or multiple encounters; expressing a range of feelings; sustaining attention; persevering; contributing; contributing to presentation and/or performance.

Developing understanding may involve: practising and refining; rehearsing; generalising; consolidating; building on previous learning; making something new; reforming, elaborating, embroidering and embellishing; arranging and rearranging; re-forming; appreciation, reflection, appraisal, practising and refining; collaboration and negotiation; independence; resolution; understanding meaning and significance; interpret a range of feelings; purposeful and focussed presentation and/or performance.

1.14 Drama

This area of learning is through process based drama. Process based drama is a learning medium – an interactive teaching style that often happens in the classroom, in which issues, themes and possibilities can be explored 'from the inside' through improvisation-based role playing that has a 'living through' quality, practising a life skill in cross-curricular tasks embedded in the drama. Process based drama can provide multi-layered opportunities to promote learning across the curriculum, and to practise and consolidate learning

1.15 Thinking and problem solving

Problem solving in this unit involves four key mental processes that the children will repeat and practise in order to gain long term memory skills that develops their abilities in:

Keys

1. Perception
2. Thinking
3. Action
4. Evaluation

Intrinsic within this is the recognition that one needs to improve one's own learning performance through the following areas of learning:

- recognising that problems are usually opportunities to do something different;
- recognising why a task is carried out, what it involves, when it is complete and by extension, when it is incomplete;
- communicating preference and choice;
- recognising personal strengths and weaknesses;
- learning from mistakes and setting targets;
- developing attention and concentration;
- developing self-confidence in one's ability to solve problems and face difficulties.

1.16 Play & Leisure.

This learning in this unit incorporate the functions of play. The learners will:

- experience interaction with others
- learn about social interaction
- practice and develop social communication
- encourage in the making of friendships
- learn new skills in a safe environment
- explore own body and senses
- develop kinaesthetic senses
- explore the surrounding world
- develop a safe understanding of emotions of both self and others
- develop fine and gross motor skills
- develop flexibility of thought
- develop Theory of Mind
- develop Central Coherence

1.17 World About Me

The topics for this unit encompass geography, science, PSHE and SMSC and includes change, food, recycling, weather, digital photography, life cycles of plants and animals, the seasons, festivals, people and water

Corbett House qualifications:

Both pathways have access to all the available qualifications at the appropriate stage for the pupil.

Key Stage 3 (Year 7,8 and 9)									
English	Maths	Science	Art	History	Geography	PE	Technology	PSHE	
Keys Stage 4 and Key Stage 5									

Keys

QUALIFICATION OPTIONS			
	Maths. English	Other Academic Subject Areas	Practical and Creative Subject Areas
GCSEs	English Language GCSE	History GCSE	
	Maths GCSE (Higher and Foundation)	Citizenship GCSE	Art GCSE
		Science GCSE Double Award	
Functional Skills/BTECs	Level 1 English Functional Skills		BTEC Home Cooking Level 2 Award
	Level 2 English Functional Skills		BTEC Home Cooking Level 1 Award
	Level 1 Maths Functional Skills		BTEC Level 1 Vocational Award
	Level 2 Maths Functional Skills		BTEC Level 1 Vocational Certificate
			BTEC Level 1 Vocational Diploma
Additional Qualifications	English Entry levels	Science Entry level	ASDAN Employability Entry 1
	Maths Entry level	Science Entry Double Award	ASDAN Employability Entry 2
		Ascentis Entry 3 Award (Progression)	ASDAN Employability Entry 3
		Ascentis Entry 3 Certificate (Progression)	Trinity Arts Award Bronze
		Ascentis Entry 3 Diploma (Progression)	Trinity Arts Award Silver
		Ascentis Level 1 Award (Progression)	Trinity Arts Award Gold
		Ascentis Level 1 Certificate (Progression)	Sports Coaching Level 1
		Ascentis Level 1 Dip (Progression)	