

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The ENRICH curriculum combines SEMH/PHSE teaching with skills and knowledge delivered through academic subjects using a variety of practical and innovative teaching methods designed to meet the needs of all of our learners, as well as prepare them for the next phase of their education. Our curriculum has been designed to take into the account the following:

- Our pupils all have an Education Health Care Plan with social, emotional and mental health as a contributing factor amongst other things
- We have a high proportion of pupils with a diagnosis of ADHD, ASC, trauma and other challenges.
- Our pupils need a curriculum that teaches subjects in an alternative way.
- Our pupils are in need of constant and appropriate relationships that guide, reward, motivate and inspire, alongside the setting of consistent boundaries.
- Our pupils need a caring, nurturing environment in which to learn

ENRICH

The intent of our ENRICH curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. It will support our students and help them develop strategies to deal with their emotions in a safe way. To support and develop mental health and well-being opportunities and enable our students to be safe and healthy in all areas of their lives and help our students become positive members of their local community and prepare our students for employment through a variety of opportunities.

We have designed our curriculum based on the factors above and our current curriculum has the overarching intent to do the following:

- To provide exciting, motivational and engaging experiences for pupils that enable rapid and sustained engagement.
- To ensure realistic learning situations whenever possible. For example, 'topic planning using the local area', which are early preparation for future life situations, as well as making our curriculum as practical as possible where we can.
- To support our students with strategies to deal with their emotions in a safe way.
- To support and develop mental health and well-being opportunities and enable our students to be safe and healthy in all areas of their lives.
- To support our students to become positive members of their local community and prepare our students for employment through a variety of opportunities.
- To support and challenge our pupils by intervening where appropriate in a timely and supportive manner that creates progression and growth.
- To enable confidence, self-esteem, positive interaction with peers and adults and engender a love of learning for life.

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From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary
- Life Skills
- PSHE and SEMH objectives
- Curriculum subjects including Maths, English, Science, Humanities, Art/DT, Music, PE, RE and ICT.

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Pedagogy

In ENRICH, like all other areas, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In ENRICH, the following approaches will be used and evidenced in 'Evidence for Learning', in order to ensure that the Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their experience in ENRICH at school:

Teaching Sequence in ENRICH	Big picture: Equip pupils with the skills to manage their behavior appropriately and understand their emotions and needs whilst learning through a topic curriculum to prepare them to return to main classes.	Possible pedagogical approaches used in ENRICH.	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration. Direct input when students are struggling to manage or to clarify and extend learning.
	Inspire and engage pupils to listen and take an active role in their learning and behaviour.		Constructivism	Inquiry-based learning including outdoor learning through access to outdoor areas including forest school, garden area and visits within the local community. Enhancement to PFA through planned cultural capital opportunities.
	Provide relevant information, model and discuss skills and objectives with use of key vocabulary		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction. Answering questions as children explore, during practical activities.
	Provide opportunities for pupils to offer questions and to reflect upon their own thoughts, feelings and experiences		Liberationism	Pupil-led learning; opportunities to pursue pupil lead interests, some lessons and pastoral time planned around pupil interests, activities to inspire and stretch pupils.
	Allow pupils to further explore the skills/objectives and to implement and share their skills and understanding; opportunities given for pupils to work independently, within peer groups and with staff support		Learning, working and talking about personal wellbeing with confidence and independence.	Being introduced to, and defining, the key vocabulary relating to the skills/objectives that are being studied including their own wellbeing. Opportunities given to express their thoughts, feelings and experiences within a range of settings and for a range of purposes
	Ongoing opportunities to apply learned skills and knowledge across the curriculum and during unstructured times.			Opportunities given to work independently and among groups of peers
	Reflect upon learning, progression and areas for future learning/development; provide opportunities for peer and self assessment as well as teacher feedback			Cultural experiences/opportunities provided within the locality, including meeting and interacting with others within the community Opportunities given to share their skills and understanding with others within the school community.

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A progressive assessment tracker maps the key skills and knowledge children have developed against both the curriculum subjects and wellbeing objectives. **The impact** is measured via teacher and TA assessment during the delivery of lessons and recorded electronically using the “Evidence for Learning” system and then objectives will be marked off against the ENRICH stages tracker.

We would expect to see skills, ability and knowledge communicated through:

- Photos of practical activities completed, or skills demonstrated
- Interactions with staff and peers.
- Copies of written or drawn work completed
- Interactive creative work
- Discussion during pastoral time or during practical activities
- Termly assessment (within Maths and English)
- Observations made by staff at any time within the school day (including breaks and whilst out in the community)