



**ETON DORNEY**  
INDEPENDENT THERAPEUTIC SCHOOL

**NURTURING KINDNESS, COMPASSION & SELF BELIEF**

<b>School:</b>	<b>Eton Dorney</b>		
<b>Policy:</b>	<b>Curriculum Policy</b>		
<p>This policy will be reviewed on an annual basis, but will be reviewed termly by the Headteacher.</p> <p>This policy will be read, understood and signed by all staff yearly and where changes have been made in line with government and DofE guidelines and changes.</p>			
<b>Date of last review:</b>	July 2020	<b>Review period:</b>	Annual
<b>Date of next review:</b>	July 2021	<b>Owner:</b>	Eton Dorney School
<b>Type of policy:</b>	Statutory	<b>LGB/Board approval</b>	Board approves; GB signs off
<b>Version:</b>	V 2.0	© 2020 Eton Dorney School	

## Resilience, Endeavour, Support and Tolerance

(R.E.S.T)

### **Rationale**

Our curriculum offers leads with therapeutic intervention and blends with core curriculum. It has been designed to meet the specific needs of the cohort of young people that attend a EDITS for their educational journey. There is a clear intent that is specific to our school population and it has been written to ensure it encompasses the three core aims listed below:

### **Aims**

We aim to ensure that when our Young People leave, they;

- Have the skills and knowledge to thrive in their next educational steps.
- Celebrate and embrace diversity as global citizens.
- Understand how to live healthy lives.

### **Curriculum Intent**

Our curriculum intent outlines why the curriculum has been constructed in this way. It incorporates our curriculum rationale and our key aims, and it has been developed in response to two key questions;

- What do we want a EDITS Young Person to 'look like' 5 years after they have left?
- What do our Young People need to succeed?

To meet the future needs of our Young People, the curriculum has been developed around three strands;

Wellbeing / Work / World

Furthermore, for our Young People to be successful and achieve our aims, we must ensure that learning is underpinned by the teaching of the key skills of;

### **Wellbeing**

Wellbeing combines both physical and mental wellbeing. All Young People need regular focussed support to develop their awareness and understanding of how to lead healthy lives. All our Young People need access to specific therapeutic interventions as part of the provision that is the offered to them.

The Wellbeing of each young person within the school has been placed at risk and therefore this element is key to them making progress and moving forwards.

To do this we will;

- Support our Young People to be active and contributing members of society both at school and beyond

- Guide our Young People to become individuals who can live safe, healthy and fulfilling lives
- Provide the best therapeutic provision to support and protect the mental wellbeing of our Young People
- Offer high quality professional support for Young People who demonstrate a range of mental health concerns
- Ensure our curriculum reflects the importance of the balance between academic and Social pressures and the wellbeing of our Young People.

### **Work**

The Young People who attend EDITS are vulnerable. Our curriculum will equip each young person with the skills and knowledge that will allow them to successfully transition firstly into a mainstream education setting and then into paid work when they have finished their formal education. It will ensure our Young People understand the different pathways that are open to them and it will underline the link between education, home and work.

To do this we will;

- Develop each young persons self-awareness by increasing their knowledge of their strengths so they can see themselves positively, identify their areas of interest and understand how they relate to others
- Expand our current links with organisations that can support our Young People get ready for work – PIXL and Skills Builder
- Ensure opportunities to take lead roles within their 'learner pathway 'to transfer skills into reality.
- Develop and ethos in each young person around commitment and self-belief to allow them to transfer into the world of work when they have finished formal education or taken up part time work if appropriate.
- Align our offer to the Gatsby Benchmarks

### **World**

With a transient and small school population our Young People need regular experiences of social and cultural diversity to ensure that they recognise and celebrate individual differences. The curriculum will support the Young People to develop their understanding of the world so that they can contribute as global citizens to 'peaceful, tolerant and inclusive societies' (Global Education First Initiative)

To do this we will;

- Ensure our Young People recognise, celebrate and encourage diversity
- Ensure our school values of Resilience, Endeavour, Support and Tolerance ( R.E.S.T) are at the forefront of what we do
- Raise awareness of global issues and their impact on the future so that our Young People can contribute to society
- Social changer project via charities will increase awareness and bring learning into reality.

## **Implementation**

The curriculum needs to be clearly set out to show how the intent will be implemented. Wellbeing, Work and World, combined with Literacy, numeracy and oracy will run through all aspects of the therapeutic offer and curriculum to ensure that our Young People are prepared for life after EDITS.

### **Curriculum Overview Maps (Appendix 1)**

The starting point for a curriculum overview map is to focus on what Young People need to know, understand and be able to do (knowledge and skills) in each subject area.

We will

- Map out how each subject area will contribute to work, world, wellbeing, literacy, oracy and numeracy
- Review the curriculum provision maps to identify any gaps.
- Plan and deliver a specific stand of Work, World or Wellbeing if there are gaps. This may be done by offering opportunities outside of formal lessons rather than trying to shoehorn into a subject area. It may take the form of a focus day, trips, visits, guest speakers, student forums.

### **Weekly planning Sheets ( Appendix 2 )**

#### **lesson plans (Appendix 3)**

Weekly planning and lesson plans are the detail around each unit of work and identify how the unit will be delivered and how the knowledge and skills will be assessed

### **How 'work, world and wellbeing' is delivered across the key stages**

#### **KS2**

- Supporting Young People to develop an understanding of their strengths (Buzz test)
- Growing knowledge of different career paths – employer led student forums, visits, speakers
- Social enterprise
- Developing understanding of world issues and different cultures through PSHE, student forums, trips and visits
- Healthy eating, Food / cooking, enrichment activities, mindfulness, relationship and sex education, EDITS values
- Therapy offers

#### **KS3/4**

- Developing good decision making through a range of scenarios where Young People are expected to make decisions and then explain them
- Explicitly show them the knowledge and skills they have gained
- Helping Young People to know their strengths and weaknesses
- Employer led student forums, Subject talks, volunteering Placements, iCould programme in PSHCE
- Exploration of a range of controversial issues – consideration of other points of view and developing a better understanding of themselves and others
- Growing understanding of world issues and different cultures through PSHE, student forums, trips and visits
- Healthy eating, Food / cooking, enrichment activities, mindfulness, relationship and sex education, EDITS values
- Therapy offers

### **PSHE and RSE**

Could be renamed 'World, Work and wellbeing' to ensure the intent of the curriculum is explicit to staff and Young People

Could offer focus days each term for Work, World and wellbeing

Factor the UN's Sustainable Development Goals into the PSHE curriculum. There are 17 to be achieved by 2030.

Young People will experience the three strands of Work, World and Wellbeing through the curriculum, assemblies and through discrete PSHE lessons which will cover Sex education, British Values, careers, world issues and health and wellbeing. Within these lessons, Young People will make speeches, discuss, write, listen, share opinions etc

### **1. Impact**

This is how we measure the success of our curriculum intent and implementation, and it is based around a variety of criteria including;

- Academic progress
- Attendance
- Engagement
- PASS/ LASS data
- Appropriate and sustained pathways for Young People on leaving school
- Young People are work, world and wellbeing aware

## Appendix 1

### Scheme of Work/ overview

#### English / Topic/ Accreditation

Long Term Objective:			
	Term 1	Term 2	Term 3
Medium Term Objectives			
Individual Sessions			

Weekly Planning

Appendix 2

Week					
Lessons	Learning Objectives / Key Question	Main activities	Assessment opportunities	Key Vocabulary	Resources
Monday					
Tuesday					

Appendix 3 **Lesson Plan**

Subject:		Year:	Date :
Reference to scheme of work:		Links to Assessment Objectives/Levels/Specification:	
Learning objectives:		Students:	
Time	Lesson structure	Teacher notes/structure	
	Starter:		

	Plenary / summary:	
Differentiation:		
<p>Links to therapy</p> <p>Use of laptop</p> <p>Use of white board to allow for movement breaks.</p> <p>Verbal feedback to allow development of interaction skills, and demo understanding without note taking.</p>	Use of TA (or other adults):	Resources: