



*This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*

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# PARK SCHOOL

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## CURRICULUM POLICY

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ACADEMIC YEAR 2024 – 2025

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## PARK SCHOOL

The education provided at Park School currently caters for pupils aged between 7 and 18 with Social, Emotional and Mental Health difficulties. (SEMH) The pupils may also have other learning difficulties. Education is provided in a structured and supportive environment and is planned to meet both the academic and pastoral needs of the pupils at each stage of their schooling.

The pupils have usually had a fractured experience of education, often having been excluded from mainstream and special educational provision and having differing experiences of education at home, (where this has been provided). There are often significant gaps in their acquisition and understanding of basic skills.

Park School offers an education which gives the pupils access to a broad, balanced, differentiated and relevant curriculum, presents them with challenges, in which creativity is fostered and which is based on the essential elements of the National Curriculum. There is a significant focus on pupils' personal development through personal, social and health education and this underpins other lessons.

### **The curriculum aims to be:**

Broad & Ambitious	Offering pupils as wide a range of subjects as possible and supporting moral, social, cultural and physical development
Balanced	There is appropriate emphasis so that the pupils can make good progress towards their personal targets
Adapted	Catering for the specific needs of the individual and developing their abilities and personal qualities
Relevant	So that the pupils are prepared for the next stages in their education and for life in the adult world

### **Key Stage 2**

The subjects taught are in line with the National Curriculum: English, Mathematics, Science, Art, Physical Education, Geography, History, Computing, MFL, PSHE and Religious Education. We enrich the pupils' curriculum experiences by organising appropriate visits connected to the curriculum.



## **Key Stage 3**

Years 7, 8 and 9 make up Key Stage 3 of the National Curriculum. Some of the subjects studied in Key Stage 2 will be continued into Key Stage 3. Some pupils in KS3 will study certificated courses.

## **Key Stage 4**

Pupils will take externally accredited courses as far as possible. Some pupils may be entered for these tests outside of the end of Key Stage year depending on their individual levels of attainment.

Pupils in KS4 and some in KS3 will follow a range of certificated courses including GCSE's in English, Maths, Science and Art. Others will take Entry Level Qualifications in some subjects such as ASDAN Bronze & CoPE (Certificate of Personal Effectiveness) Levels 1 & 2, Functional Skills in Literacy & Numeracy at Levels 1 & 2.

Some pupils will access College courses on a part-time basis.

## **Key Stage 5**

Pupils will take externally accredited courses and develop and expand on certificated subjects studied in KS4.

## **English/Literacy**

Most of the pupils come to the school with standards of literacy well below those of similar aged pupils in maintained schools. Considerable emphasis is placed on improving the pupils' reading and writing. Great care is taken to provide materials that are appropriate for their age and ability. Their powers of concentration are often limited so there is emphasis on improving their speaking and listening skills and improving their ability to listen to and respect the views of others.

Quiet reading sessions occur every day for all pupils in school. As well as being a transition from morning lessons and lunch to the afternoon teaching sessions (13.15 to 13.30) this initiative encourages a love of reading for all pupils. Specific intervention programmes to improve reading can also be delivered during these times.

Pupils will benefit from the use of ICT. In part there will be the use of programs which will develop and re-in force their basic skills e.g. in areas like spelling. Opportunities will be found to use ICT to develop their writing skills e.g. drafting



and re-drafting. Pupils' self-esteem can be improved by their ability to produce written work which looks well-produced and which may mask their individual problems with handwriting.

In KS4 & KS5 (and for some in KS3) pupils follow certificated courses in GCSE's, BTEC's & Functional Skills Levels 1 & 2.

## **Mathematics/Numeracy**

Many of the pupils come to the school with standards of numeracy well below those of similar aged pupils in maintained schools. Not only is their mathematical experience generally narrow but their knowledge, understanding and confidence in applying the basic skills is well below that expected. Great emphasis is placed on developing the pupils' skills in numeracy, improving their confidence to practise and apply them in a variety of situations and their checking on their own learning as they go along.

Pupils will benefit from the use of ICT. In part there will be the use of programs which will develop and re-in force their basic skills e.g. in areas like multiplication and division. Opportunities will be found to use ICT to develop their numeracy skills- e.g. awareness of shape and space. Pupils' self-esteem should be improved by their ability to produce numeracy work which looks well produced and may mask their individual problems with presentation.

In KS4 & KS5 (and for some in KS3) pupils follow certificated courses in GCSE, Level 1 Numeracy and Measure & Functional Skills Levels 1 & 2.

## **Science**

As a practical activity, science offers the pupils great opportunities to explore the subject through first hand experiences but this will be tempered by the fact that the safety of the pupils and staff is paramount. Risks are reduced by nurturing an atmosphere of sensible behaviour and planning carefully appropriate activities. Suitable opportunities will be found to use ICT programs to extend and consolidate the pupils' knowledge and understanding.

The pupils will carry out activities which develop appropriately their knowledge and understanding of scientific concepts and "understanding" of "the scientific process". The pupils will be encouraged to develop other personal skills such as being able to work collaboratively and to carry through and complete a task. This subject will also support the pupils in their acquisition of literacy and numeracy skills.

In KS4 (and for some in KS3) pupils follow certificated courses in GCSE.



As recognition of the importance of Science as one of the core subjects all pupils will have at least two lessons of Science per week.

## **Computing**

With the acquisition of new resources skills in the requirements of computing the subject will be both formally taught as direct lessons and re-enforced by the use of appropriate programmes through other areas of the curriculum. The pupils are similar to pupils in maintained schools in that many are highly motivated in using computing and this is an important medium in which to deliver other aspects of the curriculum. Some pupils have high levels of skills in this subject and full use should be made of this to develop self-esteem.

While some of the programs may be targeted at levels below those expected nationally for the age group, they can be very important in developing and consolidating basic skills, especially as the pupils are unlikely to have come across the programs previously.

In KS4 & KS5 (and for some in KS3) pupils follow certificated courses in Levels 1 & 2 and Functional Skills. All pupils in KS3, KS4 and KS5 will follow the ECDL Level 1 E-safety course.

All pupils will have direct lessons of computing each week and may use the resources more frequently in other curriculum areas to consolidate the skills learnt and develop computing across the curriculum.

## **Physical Education**

This contributes to the personal development of the pupils. PE will be used to promote healthy lifestyles and physical activity - pupils will be taught to adopt safe practices thereby improving their willing response to instructions and they will develop positive attitudes. Other activities in school will be promoted to develop endurance, muscular strength, flexibility and cardiovascular health where possible. Individual and small games will be offered. Opportunities will be explored to provide gymnastic and dance options.

All pupils will follow a PE curriculum where they will access a range of team and individual sports to develop their individual and team skills as well as their sport specific knowledge and expertise.



## **Personal, Social and Health Education (PSHE) and RSE**

All students will have at least one lesson a week “Tutor time” which will focus on a variety of PSHE topics as well as taking sometime to explore Zones of Regulation. There is also a designated RSE lesson each week with RSE for all Key Stages.

A structured program of PSHE (that also includes ASDAN in KS3, 4 and 5) will be offered to all pupils and will be an essential element in securing positive and appropriate attitudes to a wide range of issues that face contemporary pupils. Much of the work will be tackled through discussion following an initial input. This will provide the pupils with opportunities to express their own views and to develop respect for the views of others. At appropriate times careers education and work experience will form part of this programme. The pupils’ emotional development will also be considered in this subject.

## **Religious Education**

Pupils will be taught about different religions and visit appropriate religious buildings. This will also support the personal development of pupils by encouraging tolerance and respect for other people’s beliefs.

## **Art**

Art plays an important role as both an academic subject and as a therapeutic intervention for the pupils. Pupils will be provided with both group sessions and individual projects and these will provide opportunities for experiencing both the practical and intellectual basis of the subject. Many pupils can achieve high standards in art and this can play an important role in raising their self-esteem. The pupils will have regular weekly art and craft lessons.

Some pupils in KS4 and KS5 will then follow the GCSE Art course.

The practical activities will use a wide range of media and support projects.

## **History and Geography**

In KS2 and KS3 topics will be found to develop knowledge, understanding and skills relating to History and Geography. Opportunities will be found to take the pupils off-site to extend both their specific subject skills but also their social and cultural awareness. The locality will be studied as well as the history and geography of more distant places. In addition to the subject skills the work will support and consolidate the pupils’ literacy and numeracy skills and opportunities will be found to enable them to use computing e.g. for research purposes or for presenting their material.



## Design & Technology

Key Stage 2 and 3 will access D&T lessons which are differentiated at an age appropriate level, to gain their interest and investigate some alternative educational routes as they progress throughout the school.

In Design & Technology some pupils in KS4 & KS5 (and some in KS3) may gain accreditation with relevant courses.

## Careers

Park School sees appropriate careers advice to be central to the present and the future career options of our pupils. Careers advice will be 'bought in' and all pupils will have access to one to one support from a careers advisor each academic year. The wide range of subjects offered give pupils a chance to experience a range of potential future career opportunities. This is reinforced through ASDAN where employability skills and research into a range of college and job options/requirements is undertaken. Some pupils attend college on a part time basis in Years 10, 11 and KS5 to broaden their experiences and develop particular skills. Work Experience placements, where practically possible, will also give pupils an opportunity to experience the world of work.

Further opportunities to enhance our careers provision are also offered through the delivery of the Gatsby benchmarks via a number of online platforms and other curriculum opportunities, such as the Barclays' 'be ready' programme and by our students joining Virtual Careers Fairs.

### EQUAL OPPORTUNITIES

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage boys in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

### SPECIAL NEEDS

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

### LINKED POLICIES

▪ Assessment, Recording and Reporting Policy	▪ Subject Policies
▪ SEN and Disability (SEND) Policy	▪ Educational Visits Policy
▪ Feedback Policy	▪ Schemes of Work

Date First Issued: September 2015  
Reviewed Sept16/ Sept17/Sept18/Sept19/20/Nov21/Sept22/Sept23  
Next Review Date: November 2025



This policy will be reviewed annually

<b>Head Teacher:</b>	Jim Davis	<b>Date:</b>	September 2022
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<b>Date</b>	<b>Review Date</b>	<b>Head Teacher</b>
Nov 2015		David Davidson
Nov 2016		
Nov 2017		
Nov 2018		
Nov 2019		
Nov 2020		Joy Price-Bish
Nov 2021		Jim Davis
Nov 2022		
Nov 2023	November 2024	Hannah Fletcher
January 2025	November 2025	Chloe Murray (AHT)

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