



## School Policies

# Curriculum Policy

### **Mission Statement**

Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible.

<b>Policy Title:</b>	<b>Curriculum</b>
<b>Policy Reference:</b>	<ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Marking Policy</li> <li>• Accessibility Policy</li> <li>• Equality of Opportunity Policy</li> <li>• Special Educational Needs and Inclusion Policy</li> <li>• Educational Visits Policy</li> <li>• E-Safety Policy</li> <li>• SMSC Policy</li> </ul>

### **Introduction**

Horton House School is an independent day school for boys and girls aged 7 to 18 who exhibit a range of complex learning needs, communication difficulties and social, emotional and behavioural difficulties. Pupils are placed from a wide range of local authorities and they all have a statement of Special Educational Need or Education, Health and Care Plan (EHCP). Before joining our school and because of their behavioural and emotional difficulties and/or associated learning needs many have been unable to access an educational curriculum effectively.

Our school promotes the care of our pupils - setting, respecting and expecting high standards in all aspects of school life. We aim to meet the needs of our pupils, preparing them for adult and working life in the 21st century. The vision for our school's curriculum is to provide a broad and balanced education, based on the realities of modern life and delivered in a caring learning environment. At Horton House School we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole school day. It is all the planned activities that we organise to promote learning, personal growth and development. Teachers, instructors and support staff structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

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## 1.0 Curriculum Aims

The curriculum must inspire and challenge all learners and prepare them for the future. The school's aim is to continually develop a coherent curriculum that builds on pupils' experiences in earlier life and helps them to become successful learners, confident individuals and responsible citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. The curriculum must help pupils to:

- Re-engage with learning through a flexible curriculum approach
- understand and respect the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- achieve high standards and make good or outstanding progress
- enable those not achieving expectations to narrow the gap and catch up with their peers
- enter public examinations when they are ready for them
- utilise high quality personal, learning and thinking skills and become independent learners
- utilise high quality functional skills, including key literacy, numeracy and computing skills
- be challenged and stretched to achieve their potential
- enjoy and be committed to learning, to the age of 18 and beyond
- value their learning outside of the curriculum
- relate to the taught curriculum

## 2.0 Curriculum Outcomes

The curriculum will:

- fulfil all statutory requirements
- be based on National Curriculum definitions of subject breadth and progression wherever possible
- lead to qualifications that are useful for both employers and higher education
- enable pupils to fulfil their potential
- meet the needs of pupils of all abilities
- be delivered in a supportive, caring environment
- Provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.

- Prepare pupils to make informed and appropriate choices at points of transition.
- Help pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- Include a range of vital characteristics- breadth, balance, relevance, differentiation, progression, continuity and coherence.
- Ensure continuity and progression within the school and between phases of education, increasing pupils' choice during their school career.
- Foster teaching styles which offer and encourage a variety of relevant learning opportunities.
- Help pupils to use language and number effectively.
- Help pupils develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- Help pupils understand the world in which they live.
- meet the social, emotional and behavioural needs of our pupils
- incorporate a Primary curriculum which will focus on securing the core skills of literacy and numeracy building resilience and supporting the social development and emotional and mental health of younger pupils
- Incorporate a specific curriculum for Key Stage 3 which will focus on the core skills of numeracy and literacy and develop the personal, learning and thinking skills of all pupils.
- Incorporate a Key Stage 4 curriculum which meets the needs of pupils, parents and wider society.
- Offer a bespoke post-16 curriculum which is not constricted by the curriculum of the school alone but incorporates other schools/colleges which may be in partnership with the school.

### **3.0 Curriculum Principles**

#### **Commitment to National Curriculum.**

While independent school regulations do not require National Curriculum coverage, Horton House School is committed to covering the National Curriculum wherever possible in its programmes of study. This commitment must, however, be consistent with any statement of SEN or Health Care Plan for any young person which may well prioritise subjects or key areas of learning.

#### **Pupil entitlement**

As a Special Needs School providing for the needs of boys and girls with a range of complex social, emotional, communication learning difficulties and associated challenging behaviour, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

## **Addressing Special Educational Needs**

On admission to the school each young person will complete a Boxall Profile full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the EHCP, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments

## **4.0 Curriculum Structure**

### **Reading**

The school is developing a clear, consistent, whole school approach to reading. Competence in reading is the key to lifelong learning and is given the highest priority, enabling the pupils to become enthusiastic, independent and reflective readers. Through our new library we are supporting structured, exciting approaches to reading that will foster an excitement for books and a love of reading for pleasure.

### **Key Stage 2 Curriculum**

The curriculum at Key Stage 2 is thematic and will enable re-engagement through following the National Curriculum. There will be a key focus on developing core skills and a prioritisation on personal development through delivery of aspects of Social and Emotional Aspects of Learning (SEAL) both through delivery of daily timetabled lessons and routines and through timetable circle time lessons. Pupil's social needs are also taken into consideration along with any other aspects that are deemed important and these are addressed through delivery of weekly timetabled PHSE lessons. SMSC requirements for RE are met through half termly themed days and planned assemblies. Learning outside of the classroom is a key element of the Key Stage 2 curriculum

The Key Stage 2 Curriculum is introduced and developed following all areas of the National Curriculum and incorporates all core subjects and follows the KS1 (where applicable), and KS2 National Curriculum objectives to ensure all areas are covered.

All subjects are based on the National Curriculum programmes of study and topic areas which are created and planned around the term's topic. Modern Foreign Language is delivered to cover new statutory curriculum requirements. All short-term plans are differentiated so that every pupil's needs are catered for.

### **The Bridge**

Due to the complex nature of some of the pupils in KS2 and KS3, this curriculum features a nurture-style curriculum to investigate elements that are appropriate to the development of our most complex pupils. This will encompass a creative approach to the curriculum, to develop social interaction skills and learning through play.

### **Key Stage 3 Curriculum**

The Key Stage 3 pupils are encouraged to develop and consolidate their key skills in core subjects and are also offered opportunities to prepare for examination courses. National Curriculum areas of study are delivered with discrete teaching of English, Maths, Computing, Science, Art, Music, PE, Humanities, PHSE and Personal Development.

Pupils who experience reading difficulties are supported through a Reading Intervention Programme.

### **Key Stage 4 Curriculum**

The curriculum from Key Stage 4 onwards provides the flexibility to be able to offer our young people a learning experience that will meet their individual needs. The curriculum available for the young people at Horton House School comprises of Personal Development, Core Subjects, ICT, History, PE, PHSE and Art. The overall aim of this phase at Horton House School is to meet individual personal needs, engage the learners and provide maximum opportunity to achieve. All learners are challenged to make progress and achieve in a range of qualifications

The challenge at Key Stage 4 is to provide a curriculum model for our KS4 pupils that offers a breadth of experience and both the flexibility and choice to cope with the diversity of pupils' interests and ability levels. The core subjects delivered at Horton House School include AQA GCSE English, OCR GCSE Maths, AQA GCSE Science (Science provides a suite of qualifications that can be tailored to suit the needs of the individual) and OCR ICT at GCSE, EDEXCEL Functional Skills Maths and English and/or Entry Level qualifications through the appropriate examination board, pupils are also offered the opportunity to study art. Pupils will also have access to a short course Edexcel GCSE Course. In September 2017 the school introduced a Life Skills programme which covers vocational work, careers, work placements and college visits.

### **Post-16 learners**

For some young people at Horton House School, a placement that continues into Year 12 and possibly Year 13 may be worth consideration. This will usually be because:

- they still require an intensive focus on personal and social skills and study/employability skills before they can move successfully into full-time college provision usually because of significant gaps in learning due to long term absence from education.
- They need to complete a programme of level 1 learning so that they can move into a level 2 college provision.
- They need to complete a programme of level 2 learning so that they can move into a level 3 college provision.

Where such a placement is agreed with the Local Authority responsible, the pupil concerned will have their own personalised programme whose classes will, just like other learners in KS4/5, be based on the academic or vocational option and the level of study.

### **5.0 Personal, Social, Health, Economic Education (PSHE)**

PHSE is central to the development of the pupils in our school. Our planned programme is designed to help pupils deal with the difficult moral, social, health and economic-related issues that arise in their lives and in society. It also helps pupils to develop the knowledge, skills and understanding they need to live confident, productive, independent and healthy lives as individuals, parents, workers and members of society.

The provision of a comprehensive PHSE programme is central to achieving our school's own aims, objectives and mission statement. PHSE provides learning that makes an essential contribution to:

- Reducing or removing barriers to learning by providing an education that promotes positive relationships and supports pupils in reaching their full potential
- Developing key concepts, language skills, strategies and understanding to enable pupils to make positive lifestyle choices now and in their future
- Developing the personal skills and knowledge that underpin independence and include health related matters and sex and relationships education
- Developing the key concepts and skills that both support and transcend academic learning and are essential to employability, within a rapidly changing global economy

The values and ethos of the school will not only be made explicit in PHSE, they will at times be shaped by what happens in PHSE. It is the planned provision through which we promote both the present and future personal and economic wellbeing of our pupils. The PHSE programme is embedded within other efforts to ensure children and pupils have positive relationships with adults, feel valued and where those who are most vulnerable are identified and supported.

The school provides opportunities for children and pupils to make real decisions about their lives, to take part in activities that simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions

Key principles that underpin our PHSE provision:

We recognize that our pupils bring with them prior learning and real-life experiences. Our lessons respect this fact and build on these, providing a programme that reflects the universal and unique needs of our pupils.

Our PHSE programme is taught within a safe and supportive learning environment where our pupils can develop the confidence to ask questions, challenge the information they are

offered, contribute their own experience, views and opinions and put what they have learned into practice in their own lives.

The PHSE programme is just one part of what the school does to help pupils develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. The learning provided by the PHSE education programme supports and is supported by other curriculum areas; cross-curricular learning opportunities; the school's commitment to providing a 'healthy school's' climate and culture; and the pastoral system. The school is committed to providing a setting where the responsible choice becomes the easy choice. The personal and social development of pupils is the responsibility of all staff supported in partnership with families and the wider community.

The primary aim of our curriculum that is offered at Horton House School is to maximise the development of everyone, to become successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of core British Values **including democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs**. Personal development therefore is identified as the key in all areas of the school. The two areas of Education and Therapy work together in supporting the individual needs of each student. Personal and social development is at the centre of a therapeutic community in all settings. In all that the schools offer the key is to provide for the support and challenge that meet individual interests and aspirations.

<b>Therapies that are offered</b>
<ul style="list-style-type: none"><li>• Lego Therapy</li><li>• Drum Therapy</li><li>• Therapeutic Art</li><li>• Noise Academy DJ</li><li>• Speech and Language Therapy</li><li>• Educational Psychologist</li><li>• Enrichment activities designed to support cognitive and social development such as: Golf, dog walking, ice skating, horse riding, bike building, rock climbing, trampolining, swimming, music lessons, cooking</li></ul>



In the Key Stage 3 curriculum through both timetabled, PSHE, Sex and Relationships Education, and in the Key Stage 4 curriculum through the Life Key Skills programmes, and timetabled Sex and Relationship Education lessons, designed to reflect statutory requirements of the new National Curriculum, the School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. To establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

### **Promoting British Values and Citizenship**

Citizenship will figure prominently in both Key Stages 3 and 4. In Key Stage 3 it will be planned and delivered alongside PHSE in both key stages study will enable young people to



meet the requirements of independent school regulations and will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Staff will challenge opinions or behaviours that are contrary to fundamental British values. Through delivery of Citizenship (see SMSC section below) staff should:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures and

Encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and The Education (Independent School Standards) regulations 2014

- encourage pupils to respect for democracy and support for participation in democratic process, including the respect for the basis on which the law is made and Pupils will develop:
  - an understanding of how citizens can influence decision-making through the democratic process
  - an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
  - an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
  - an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
  - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
  - An understanding of the importance of identifying and combatting discrimination.

While it is not necessary for staff to 'promote' teachings, beliefs or opinions that conflict with their own, it is unacceptable for staff to promote discrimination against people or groups based on their belief, opinion or background.

While coherent, planned and progressive programmes are in operation within the taught curriculum throughout Years 7 – 11 and address these aims, we recognise that successful

personal and social development depends not only on a planned series of lessons but also upon a wider curriculum, which includes:

- Constructive relationships with staff
- Appropriate daily routines in the school
- Assemblies and tutorials
- Visitors to the school and educational visits
- Cross-curricular learning in other subjects of the curriculum
- The provision of RE and careers education (see separate policies)
- Constructive approaches to behaviour management which enable the learner to interact constructively with peers and staff.

## **6.0 Spiritual, Moral, Social and Cultural Development**

As a school for pupils with complex learning needs and associated social, emotional and behavioural needs, we believe that provision for the social, moral, spiritual and cultural development of our pupils is integral to curriculum planning and actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

All curriculum areas can contribute to the pupil's spiritual, moral, social and cultural development.

The integrity and spirituality of all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and pupils will be given access to alternative views. All adults will model and promote expected behaviour, treating all people as valuable individuals and showing respect for pupils and their families. Young people should learn to differentiate between what is right and what is wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Pupils should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom expectations should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate pupils' work and achievements. All curriculum areas should seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This will be reflected in the teacher's planning and learning resources.

Through our 'A Generation without Hate' action plan we believe that our pupils need to understand that it is alright to be different and that every human being deserves to be treated with respect and dignity and feel that they belong in society. This programme has involved work with organisations such as The Sophie Lancaster Foundation and The Anne Frank Trust. The programme focuses on minorities marginalized in society through race, religion, disability, sexuality and gender.

We are constantly promoting LGBT+ education including the celebration of LGBT History month.

Our curriculum will:

- Promote mutual respect and tolerance.
- Promote individual liberty.

- Promote the rule of law.
- Ensure that everyone connected with the school is aware of British values and principles.
- Ensure that everyone connected with the school is aware of our own values and principles.
- Ensure a consistent approach to the delivery of SMSC issues.
- Ensure that a pupil's education is set within a context that is meaningful and appropriate to their age, aptitude and background.
- Ensure that pupils know what is expected of them and why.
- Give each pupil a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experience.
- Enable pupils to develop an understanding of their individual and group identity.
- Enable pupils to begin to develop an understanding of their social and cultural environment, and an appreciation of the many cultures that now enrich our society.
  - Give each pupil the opportunity to explore social and moral issues, and develop a sense of social and moral responsibility.

**Spiritual Development** is promoted in a variety of ways. As a school, we will provide learning opportunities that will enable pupils to:

- Develop and sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Experience moments of stillness and reflection.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships
- Reflect on, consider and celebrate the wonders and mysteries of life including the consideration of the meaning and purpose of human existence and the seeking of answers to questions about the universe

Religious Education is delivered through Faith Days and actively encourages pupils to examine the nature of religion, its beliefs and practices- pupils will visit local places of worship such as synagogues, mosques, churches. Sikh Temples and Buddhist Temples.

Pupils are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Pupils consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain. Positive dialogue is encouraged for pupils to share their own ideas and views on religious and spiritual issues.

Pupils are encouraged to reflect upon their own attitudes and values, in both MFC and other lessons. Pupils are also encouraged to reflect upon their own attitudes and values in a range

of lessons. In some subjects, notably Art, Music, English, History, Geography and experiential learning pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner-feelings and ask questions about meaning and purpose.

**Moral Development** As a school we will provide learning opportunities that will enable pupils to:

- Recognise the unique value of everyone.
- Listen and respond appropriately to the views of others.
- Gain the confidence to cope with setbacks and learn from mistakes.
- Take initiative and act responsibly with consideration for others.
- Distinguish between right and wrong and develop understanding about behavior and the reasons for different types of behaviour
- Show respect for the environment.
- Make informed and independent judgements and develop the skills and confidence to make decisions.

Moral Development is promoted through the close support work from Key Workers, in certain subject areas such as, History, English and PD, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues. Pupils are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to pupil moral development is based on all pupils being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

**Social Development** As a school we will promote opportunities that will enable pupils to:

- Develop an understanding of their individual and group identity.
- Learn about service in the school and wider community and social education as an integral part of the philosophy and ethos of the school.
- Understand how to manage conflict effectively
- Tell the truth and understand the importance of trust
- Understand how to make and sustain friendships
- Understand civil rights and duties

Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work

contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons.

**Cultural Development:** As a school we will promote opportunities that will enable pupils to:

- Actively promote the value and richness of cultural diversity in Britain, and how these influenced individuals and society.
- Develop an understanding of their social and cultural environment and value their own cultural identity.
- Develop an understanding of Britain’s local, national, European, Commonwealth and global dimensions.
- Know about societies and cultures other than their own.
- Be aware of the principal ways in which different people interpret the world.

Cultural Development is encouraged both within lessons and through a very wide variety of extra-curricular activities such as music, events such as World Book Day and planned visits from theatre companies to support and compliment the educational curriculum and visits from well-known authors to increase pupil’s interest in reading. Planned visits from authors, people from different religious backgrounds and faith groups also help to reinforce pupils’ cultural awareness and understanding. Pupils also take part in a wide range of Education visits and trips. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography based studies of other countries and their cultures, study of poetry and fictional literature from different cultures and the PSHE programme.

### **Co-Curricular Activities**

Planned, structured experiences for learners outside of the classroom and school environment add to everyone’s overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and through the delivery of Life Skills and the vocational programme.

<b>Educational Trips</b>
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Railway Museum York  
 RSPCA  
 The Deep  
 Bugtopia  
 Yorkshire Wildlife Park  
 Scarborough Sea Life Centre  
 Bridlington Bird of Prey Sanctuary  
 The Street Life Museum  
 BBC Studios  
 York Castle and Dungeons  
 The Yorvik Centre  
 DinoStar  
 Ferens Art Gallery

### Vocational Placements

We offer a range of vocational placements to pupils to enhance their educational provision and to prepare them for life after school. These placements provide accreditation for the pupils

Placement	Accreditation/Qualification
Raceway	Preparation for Work in Engineering Level 1
Aspire Academy	Photography BTEC
Soccer Sensations	Literacy and Maths support
East Hull Community Farm	Entry Level 1 City and Guilds Land based Animals course
Hull Karts	Preparation for Work in Engineering Level 1
Welton Waters Adventure Centre	Outdoor Education Course
RDA	Equine Management

### 7.0 Quality Assurance

The quality assurance programme is published at the beginning of each academic year and delivered by the Head Teacher and SLT it includes:

- auditing of Scheme of Work documentation
- auditing of planning
- auditing school resources
- observing lessons with specific focus
- observing lessons

- work sampling and moderating
- talking to pupils
- Performance management
- Questionnaires

## 8.0 Legislation

This policy is designed to ensure that the school complies with, and exceeds, the expectations of all relevant legislation. We commit to meeting and surpassing the principles set out in The Education (Independent School Standards) (England) Regulations 2014 and Equality Act 2010 with regards to:

### Curriculum:

- (a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996(1)), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that pupils acquire speaking, listening, literacy and numeracy skills to the standard expected of pupils nationally;
- (c) where the principal language of instruction is a language other than English, lessons in written and spoken English so that pupils achieve the fluency of pupils nationally in speaking, reading and writing English;
- (d) where a pupil has a statement of special educational needs or an Education, Health and Care Plan, education which fulfils its requirements;
- (e) personal, social, health and economic education which –
  - i) reflects the school's aim and ethos
  - ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010;
- (f) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
  - is presented in an impartial manner;
  - enables them to make informed choices about a broad range of career options;
  - helps to encourage them to fulfil their potential;
- (g) Where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (h) Where the school has pupils above compulsory school age, a programme of activities Which is appropriate to their needs;
- (i) That all pupils learn and make progress at the rate expected of pupils nationally;
- (j) Effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

### Teaching:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

- (b) fosters in pupils' self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are considered in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and that pupils make good progress because teaching is planned using information from those assessments;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- (j) Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

We also commit to meeting and exceeding the expectations set, with regards to the Spiritual, Moral, Social and Cultural development of our pupils. We will actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and will ensure that principles are promoted which:

- (a) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- (b) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- (c) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- (d) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- (e) lead to further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- (f) encourage respect for other people, paying regard to the protected characteristics set out in the Equality Act 2010;
- (g) Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

We will preclude the promotion of partisan political views in the teaching of any subject in the school and take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils are offered a balanced presentation of opposing views —



- while they attend the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school;
- In the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Appendices: 1

**Horton House School Curriculum Map**

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Maths	GCSE OCR Mathematics Functional Skills					
English	GCSE AQA English Language Functional Skills					
Science	Entry Level AQA Science Certificate GCSE AQA Science					
ICT	KS3 Computer Science BCS EDL					
Humanities	OCR Entry Level History					
PSHE	AQA Unit Awards					
Art	Arts Award					
PE	AQA Unit Awards					
Music	AQA Music Awards					
Life Skills	ABC Awards					

End of Policy

## Audit Trail

Version	Change	By Whom	Date	Review Date
1.0	Updated Policy, new format		9 <sup>th</sup> July 2013	
1.1	Updated Policy	Janjer Ltd	June 2015	
1.2	Updated Policy	Principal Plus(SJH)	August 2016	
1.3	Updated Policy	School Improvement Adviser/Head Teacher	September 2017	
1.4	Updated Policy and Curriculum Maps	Head Teacher/ Deputy Head Teacher (T&L)	April 2018	
1.5	Updated Policy and Curriculum Maps	Deputy Head Teacher (T&L)	June 2018	
1.6	Review of Policy and Accuracy Check	Head Teacher and School Secretary	July 2018	July 2021