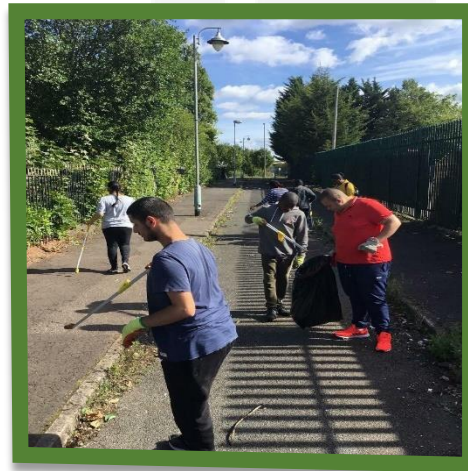


Calthorpe Academy – Curriculum Statement



The curriculum

Our curriculum ambition is to enable our learners to have, '**the skills to live the life they want**'. The curriculum provision caters for learners who have a range of complex cognitive difficulties alongside sensory, physical and/or behavioural barriers to learning.

The aspirational led curriculum aims to:

- provide equal opportunities, delivered through a curriculum which is broad, balanced, relevant and reflects cultural diversity
- provide a stimulating learning environment that promotes effective learning and enables the learner to experience a sense of enjoyment and achievement
- have plans that are sequential and create opportunities for repetition to embed knowledge and skills
- facilitate greater fluency, independence, maintenance and transference of skills to varied contexts
- provide progression and continuity of learning that is suited to individual needs and outcomes as set out in learners EHCP's
- maximise the learners' potential in mobility, physical abilities, communication skills, sensory capabilities, resilience and personal independence
- incorporate 'life skills' into our offer to enable our learners to transfer and apply their learning to 'real-life' contexts
- encourage each learner to recognise, record and celebrate positive achievements in all areas of personal, educational and community life
- regularly and consistently record each learners progress using appropriate methods of formative and summative assessment
- promote the spiritual, moral, cultural, mental and physical development of learners' at the academy, and within society
- ensure equality of opportunity regardless of gender, race, culture, religion, social disadvantage or disability
- maintain a flexible, creative and reflective approach to curriculum design to ensure that our curriculum is appropriate, motivating and offers the right level of challenge and support

Our curriculum offer is delivered via the Early Years Foundation Stage (EYFS), Engagement for Life (EfL), Foundations for Life (FfL) Learning for Life (Lfl) pathways and the Post 16 stage.

Personalised teaching strategies:

We reflect teaching approaches and methods which best enhance the individual learners ability to learn. Examples of teaching strategies that are deployed include;

- the use of visual timetables
- separate work areas and individual workstations
- individual daily schedules
- the use of Makaton and PECS
- personalised communication books and aids
- the use of technology such as Eye Gaze
- visual aids to introduce, model activity & respond appropriately in terms of understanding
- adaptations e.g. -software, hearing devices, magnifiers
- sensory stories
- intensive interaction
- motivators and incentives
- movement programmes

Communication strategy to support curriculum implementation:

Our learners have the right to equality of opportunities, regardless of their method of communication. Appropriate systems must be available throughout the day to support and encourage functional communication across the curriculum.

We want to ensure all of our learners have a 'voice' that can be heard. In order to develop functional and effective communication skills our learners need access to a responsive and consistent environment. It is our responsibility to provide robust and varied communication strategies to ensure they are able to meet the potential. Our students need to be empowered to communicate for themselves, and challenged to move beyond their existing communication levels.

We want all learners to have:

- Means - way of communicating

- Reason – something to communicate for
- Opportunity – when they can communicate

Based on need the following universal approaches are adopted:

Receptive language: multi-sensory timetable, symbol support, Makaton, Derbyshire Language Scheme, Blanks

Expressive language: Intensive Interaction, aided language, PECS, Makaton, Derbyshire Language Scheme, Blanks

Transitions: on body signing, symbol support (timetables and lanyards)

Reading:

The ability to read is fundamental to many aspects of life and is central to general progress and developing an understanding in a wide range of areas of the curriculum. The teaching of reading is given a high priority by all staff.

Reading develops imagination, experiences and supports conceptual learning. For learners with additional needs, reading may be interpreted as any activity that leads to the derivation of meaning from visual or tactile representation, which may be assessed visually, aurally or through touch.

Our reading strategy demonstrates the inextricable link we recognise between reading and communication, developing an understanding that words have meaning, power and consequences. In order to promote this, learners are provided with a language-rich environment, conducive to supporting the acquisition of reading skills at every level.

Reading for Purpose:

Sequential reading begins by developing our learner's skills to gain meaning from objects, symbols, text and the environment. These early reading skills are taught by building on the ability to visually track from left to right, to developing an understanding of referential objects, symbols or photographs.

We aim to develop learners' ability to understand that objects, symbols or photographs represent something else. We use symbols through the use of alternative communication (AAC) systems including picture exchange communication (PECs) and communication books. At this stage, learners begin to further develop their understanding of objects, symbols and photographs in meaningful ways. Evolving further to the stage where learners are able to exchange or add more meaning to the object - developing functional and purposeful uses of objects, symbols and pictures to communicate.

Moving on from this, reading is then taught in one of two ways; through a systematic synthetic phonics programme (SSP) or through the See and Learn language and reading programme. Learners are assessed through a PiRA (progress in reading assessment) reading test as well as a Read Write Inc. phonics assessment to determine the stage of the programme and book band level they are working at. This provides a starting point and a baseline from which progress can be tracked. Learners at this stage work through the Read Write Inc. synthetic phonics programme which is delivered systematically across the pathways where it is relevant and appropriate for individual learners.

For learners who are unable to access the reading and phonics tests, they are placed on to the See and Learn reading programme which continues to work on the concept of reading symbols and photographs and giving meaning to these, progressing to sight reading the words that represent these pictures. For these learners, if they are in key stages 1 or 2 they will continue to access the synthetic phonics offer alongside their See and Learn study. This provides opportunities for them to develop their phonics awareness and continue to be assessed for their suitability for the programme. By key stage 3, if learners are not progressing with phonics they will continue to focus on See and Learn only. For learners who are progressing well through the phonics programme, and learning to read by decoding words, they will continue on with the Fresh Start stage of the phonics programme.

Once learners are able to decode or sight read words and are working through the book bands appropriate to their level, they then work towards developing their comprehension skills. In some cases, learners are moved to a lower book band level in order to focus on their comprehension. Research into reading suggests that learners should know no less than 85% of the words in their reading texts to be able gain adequate comprehension (Schmitt et al.).

Throughout all of the reading opportunities, a learners' readiness to read will be assessed, recognising a learners' ability to maintain concentration and attention, display positive dispositions and attitudes to learning and engages with environmental sounds and visual or tactile cues.

Reading skills are implemented within all areas of the curriculum provision, across all pathways, to promote fluency, frequency and access to information, as well as developing enjoyment of reading and supporting learning beyond the classroom.

Reading for Pleasure:

At Calthorpe Academy, we believe that reading and literature should be enjoyed by all. Storytelling is a fundamental part of being human, it is a vehicle for supporting our learners in engagement, communication and understanding. Reading has the power to create a communal experience for all.

We can approach reading in this way through drama, sensory stories, call and response, individual reading for pleasure opportunities and small/whole class story times.

Stories provide real opportunity for learners to become familiar with the rhythm, characters and settings of stories, practicing their sequencing and turn-taking, as well as their anticipatory and memory skills - the basic elements of communication.

Capable environment:

Adapting the environment (both the social and physical environment) has been shown to improve quality of life and therefore we ensure elements noted below are embedded into our daily practice and curriculum provision. This also forms part of the universal Positive Behaviour Support provision.

- Capable Environments (McGill, Bradshaw, Smyth, Hurman and Roy, 2020)

Communication	Cognition	Physical Wellbeing	Reflective practitioners
<ul style="list-style-type: none"> • Positive social interactions • Support for communication • Support to establish and maintain relationships with others • Provision of opportunities for choice 	<ul style="list-style-type: none"> • Support for participation in meaningful activities and learning • Provision of consistent and predictable environments with personalised routines and activities • Encouragement of more independent functioning 	<ul style="list-style-type: none"> • Personal care and health support • Provision of acceptable physical environment (sensory aware) 	<ul style="list-style-type: none"> • Mindful and skilled staff

Positive Behaviour Support (PBS) to support curriculum implementation:

At Calthorpe Academy we use a PBS approach which is embedded through the curriculum as a vital part of learning. PBS aims to improve quality of life and ensures learners' needs are at the heart of what we do. As part of our curriculum we teach vital skills such as communication, personal skills and coping strategies to ensure our learners are as independent as they can be.

Multi-disciplinary support:

At Calthorpe Academy we pride ourselves in meeting the individual needs of our learners, and our therapeutic provisions are a key aspect in achieving this. The following therapeutic provision is in place to support learning and wellbeing:

Speech and Language Therapy: Our aim for Speech and Language Therapy (SaLT) is to upskill teachers and support staff to enable them to provide consistent communication support throughout the curriculum. The therapist also supports the implementation of the communication strategy and provides regular communication support within classes.

Physiotherapy: Physiotherapists work with identified learners, and create individual physiotherapy programmes to help these learners develop and maintain their mobility skills. These programmes are then shared with parents and the class teams. The class teams are then trained to carry out the programme to ensure the learner receives daily physiotherapy. Physiotherapists may work with identified learners on a weekly basis to carry out their hydrotherapy programme.

Rebound Therapy: Some of our staff are trained to deliver rebound therapy sessions. These sessions involve using a trampoline to provide therapeutic exercises for identified learners. It involves using the moving bed of the trampoline to facilitate movement, promote an increase or decrease in muscle tone, and promote balance, relaxation and sensory integration. It also aims to improve fitness and exercise tolerance, and to develop communication skills.

Occupational Therapy: The Occupational Therapist supports staff in creating a sensory aware learning environment in order to meet learners' sensory needs. For our FFL pathway the therapist supports the development of sensory circuits and provides guidance for teachers when developing individual sensory profiles. The therapist also provides regular support in classes to offer advice and guidance relating to the implementation of sensory profiles.

Hydrotherapy: Hydrotherapy is an essential form of exercise for our learners. It involves moving and exercising in water. Our physiotherapists work with identified learners to carry out their hydrotherapy programme. Learners who do not have interventions with the physiotherapy team may still access the hydrotherapy pool with their class team, to develop their water confidence and other skills.

Music Therapy: Music Therapy is available for individual learners to access a block of sessions to support with engagement, psychological, emotional, cognitive, physical, communicative and social needs. The aim is to use shared musical experiences to facilitate well-being and positive changes in engagement or achievement, rather than musical ability. As appropriate, teaching assistants access sessions to support the learner and continue to utilise these strategies into their classroom practice.

Additional support:

In addition to the therapies listed above we also liaise with Educational Psychologists, School Nurses (including care nurses), Teacher of Visual Impairment and Teacher of Hearing Impairment, Forward Thinking Birmingham (emotional and mental health service) and Malachi.

Enriched curriculum:

All enrichment activities are woven into the heart and soul of our offer. We do not see enrichment activities as being distinct from learning. It is these rich experiences that make learning memorable.

To enhance the curriculum we provide:

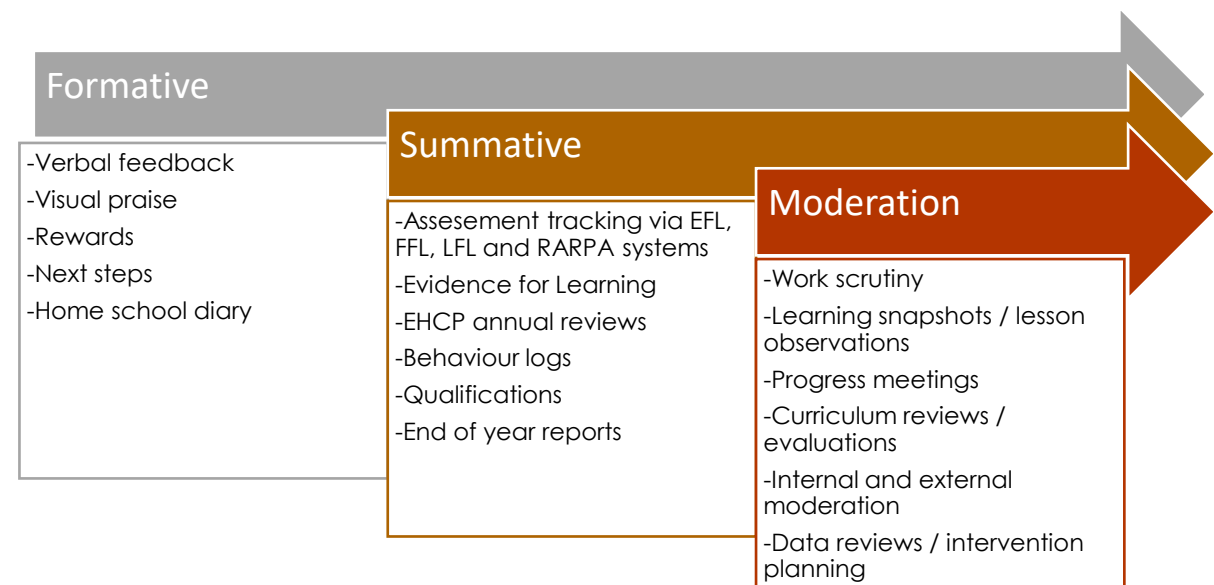
- a variety of out-of-school activities,
- educational visits,
- residential trips
- lunch time clubs
- holding specialist curriculum days / week
- offering opportunities to learn outdoors / within the community

These opportunities enable learners to:

- develop new learning
- embed / generalise existing learning in a variety of different contexts,
- promote skills for independence

Curriculum assessment:

A 'basket of indicators' is used to record and assess the holistic impact of curriculum delivery. This is used to make accurate judgements about learner progress and provides insight for next steps and targeted interventions. Progress is monitored termly and celebrated weekly.



Learner progress is shared with parent/carers during Education and Health Care Plan (EHCP) review meetings, parental consultation meetings and through informal meetings throughout the year. Parent/carers are also able to arrange meetings with the class teacher or their pathway lead to discuss the progress their child is making.

Careers programme (see provider access policy statement)

In order to support our learners to achieve their aspirations and outcomes, the following are examples linked to career education that offered at Calthorpe Academy:

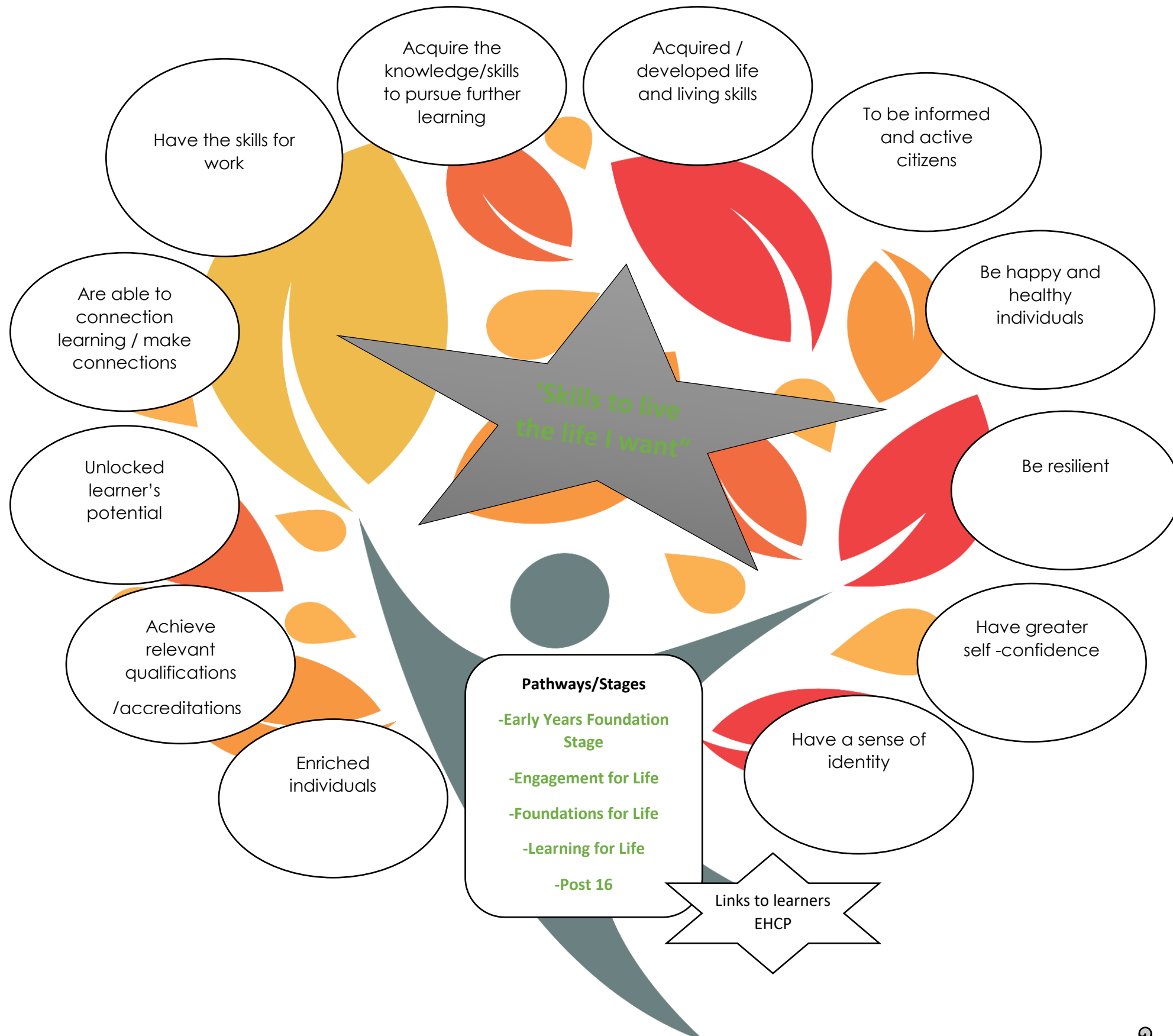
- curriculum options and choices, including opportunities to engage in work related learning activities/experiences
- access to a varied programme of social enterprise activities
- enrichment and inclusion activities to promote cross curricular links and skills development
- transition encounters, visits to destination providers and the use of guest speakers
- vocational profiling linked to skills, interests and aspirations
- work encounters, experience, placements and employment at local businesses and voluntary sector organisations including access to job coaching
- access to an independent careers advisor, employers and training providers

Wellbeing through the curriculum

Our curriculum enables learners the opportunity to:

- recognise own strengths
- build suitable interactions/ respectful friendships
- learn how to respect themselves and others
- develop self-esteem and confidence in their abilities
- follow their own interest and be themselves
- learn in a supportive environment
- be supported to learn how to self-regulate when anxieties become heightened
- find a way of being active that they enjoy
- support others in the school community and wider community

Curriculum Vision / Intent



At Calthorpe Academy our equally ambitious and adapted curricular offer aims to provide learners with, 'the skills to live the life they want' therefore enhancing their quality of life and widening access to opportunities into adulthood.

In line with learners' Educational, Health & Care Plans and their aspirations the curriculum offer enables learners to:

- be as independent as possible
- achieve their fullest potential
- be safe and happy
- lead fulfilled lives
- make positive contributions to society

Our curriculum is organised to ensure access is equitable, age appropriate builds on learning, is enjoyable and relevant. This is complimented by conditions that support and develop learners' creative, cognition, social, emotional, physical and/or sensory needs.

Our curriculum provision is delivered via the:

- EYFS
- Engagement for Life (EFL) pathway
- Foundations for Life (FfL) pathway
- Learning for Life (LfL) pathway
- Post 16 provision

The image to the left provides an illustrative example of possible learner outcomes based on their life need.

Curriculum Overview

Post 16 pathway – **Preparation for adulthood: life beyond Calthorpe Academy**

Highly personalised pathways further developing learners' core skills in communication, maths, life and living, healthy living, social interaction and linked to learner transition to life beyond school.



Delivered via a EFL capable environment



Engagement for Life (EFL) Pathway

Delivered via a FfL capable environment



Foundations for Life (FfL) Pathway

Delivered via a LfL capable environment



Learning for Life (LfL) Pathway

Connecting and responding to the world

Essential skills curriculum

An adapted National Curriculum with an emphasis on life skills

Learning strands

Communication	Motor Skills
Thinking	Social, Emotional and Wellbeing

Learning strands

Communication and Interaction	Problem Solving and Thinking skills
Emotional Regulation and Relationships	Routines and Engagement
Healthy Living	Community Participation and Independence

Learning strands

Numeracy	Literacy
Independence/Community Inclusion	The World around Us (History, Geography and Science)
Creative / Expressive Arts	Tech (Food Prep & ICT/Digital Skills)
Physical Education	PSHE

Flexibility to move between pathways according to needs and achievements

Delivered via a EFL capable environment



Delivered via a FfL capable environment



Delivered via a LfL capable environment



Satellite provision

Subject based learning undertaken within a mainstream setting

Early Years Foundation Stage (EYFS) - Encounter and Discover stage

The EYFS prime and specific areas of learning (Personal, Social and Emotional Development, Communication and Language and Physical Development, Expressive Arts and Design, Understanding the World, Mathematic and Literacy) delivered via an Efl, FfL and LfL capable environment.

Curriculum statement - Early Years Foundation Stage - EYFS

The EYFS Pathway offers a secure foundation that creates learning and opportunities focused on developing learners' knowledge, skills and understanding through the guiding principles of three prime and four specific areas of learning. All of which are delivered through an EfL, FfL or LfL capable environment.

The curriculum responds to the following areas of need:

- communication and interaction
- cognition and learning and developing control
- social, emotional and mental wellbeing
- physical and sensory
- self-care and independence

We will integrate the following overarching principles of EYFS into our delivery:

- every learner is a unique child, who is constantly learning in order to be able to be resilient, capable, confident and self-assured
- children learn to be strong and independent through meaningful positive relationships and benefit from a strong partnerships between practitioners and parents and/or carers
- children learn and develop well in enabling environments where teaching and support from adults, respond to their individual interests and needs and help them to build their learning over time
- recognising that children develop and learn at different rates.

The curriculum provides a play-based and experiential learning environment, combined with focused adult-led teaching interaction in order to ensure learners make progress and develop their pre-requisite skills before moving onto the next stage of their learning.



EYFS



Elements of offer

high staffing ratios
multi-professional working
key worker allocation
safe, secure, stimulating environment
prime and specific areas covered
differentiated planning and delivery
extended partnerships with parents/carers
enabling environments
addresses the needs and requirements of each learner's EHCP

Curriculum areas

prime area – communication and language
prime area – physical development including health, self-care and independence
prime area – personal, social and emotional development
specific area - literacy
specific area – mathematics
specific area – understanding the world
specific area – expressive arts and design

Approaches to T&L

access to continuous provision
class learning environments are tailored to pathway capable environment expectations
play-based and experiential learning environment
continued observation by skilled staff
access to child led time and resources
adult directed tasks
developing cognition problem solving and thinking skills
building resilience and perseverance skills
promotion of communication skills
multi-sensory approaches (where needed)

Curriculum Overview - Engagement for Life Pathway

The Engagement for Life (EFL) Pathway provides a highly personalised curriculum for learners that have severe and profound intellectual disabilities, who are functioning at the earliest levels of development and who, additionally, have physical and/ or sensory impairments.

The curriculum responds to the following areas of need:

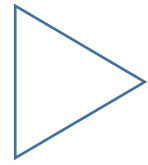
- communication and interaction
- cognition and developing control
- social, emotional and mental wellbeing
- physical, postural and sensory needs
- self-help and independence

We aim for learners to:

- develop their independence
- develop their communication strategies so they have a voice
- live a safe and happy life, maintaining physical strength and movement range
- be active and valued citizens in their community

The illustration to the right provides examples of learner **outcomes** within the EFL pathway.





EfL



Elements of offer

- high staffing ratios
- multi-professional working
- interest led and personalised
- use assistive technology
- integrating therapies
- inclusive communication approach
- key workers assigned to learners
- multi-sensory environments
- enabling environments
- individual plans
- addresses the needs and requirements of each learner's EHCP

Curriculum areas

- communication (speaking and listening, reading, writing, body+spatial awareness and daily living skills)
- thinking (visual, auditory, tactile and cognitive)
- social and emotional wellbeing skills (making relationships, social environments, care routines)
- motor skills (creative movement, gross motor skills, co-ordination skills, postural control, fine motor skills, perceptual skills)

Approaches to T&L

- focus on mobility and postural management
- offer routine, stability and consistency of care
- creative and multi-sensory teaching approaches
- promotion of functional communicational skills
- foster control and independence
- appropriately paced
- repetition, maintenance and generalisation of learning
- cross-curricular
- promotion of high engagement, explorative and fun learning
- building resilience
- eliciting responses including making requests/choices
- promoting interests/motivators
- supporting participation

Curriculum Overview - Foundations for Life Pathway

The Foundations for Life (FfL) Pathway provides a personalised curriculum for learners with profound autism. It aims to prepare learners for their future by equipping them with life skills such as communication, emotional regulation and daily living skills. Learner's sensory needs are supported throughout the day.

The curriculum responds to the following areas of need:

- communication and interaction
- cognition and learning
- self-help, regulation and independence
- sensory needs
- social emotional and mental wellbeing

The curriculum is flexible, highly personalised with motivating activities delivered through meaningful and purposeful teaching approaches. Skills are broken down into small steps and built upon sequentially with repetition of skills to ensure maintenance.

We aim for learners to:

- be as independent as they can be
- be able to communicate functionally
- become resilient and regulate their behaviour
- live a safe, healthy and happy life
- be active participants in their community

The illustration to the right provides examples of learner **outcomes** within the FfL pathway based on their life need.





Elements of offer

- high staffing ratios
- personalised
- promoting a sensory aware learning environment
- support to develop strategies to manage own behaviour/regulation
- highly structured environment
- functional / skills based
- routine led
- generalising learning beyond the classroom
- inclusive communication approach
- addresses the needs and requirements of each learner's EHCP

Curriculum areas

- my communication and literacy
- my thinking and problem solving
- my care and life skills
- me and my community
- my creativity
- my outdoor school
- my play and leisure
- my physical wellbeing

Approaches to T&L

- use of visual timetables
- transition and schedules
- focus on developing communication through AAC
- repetition, maintenance and generalisation of learning
- regulation strategies embedded throughout the day
- structured teaching approach
- reinforcement and motivation used to develop learning
- sensory strategies embedded throughout the day

Curriculum Overview - Learning for Life Pathway

The Learning for Life (FfL) pathway caters for learners who predominately have Severe Learning Difficulties and/or Autism. Any learner that can access a National Curriculum study programme and can cope with the demands of a mainstream setting will be educated off-site at Waverley School.

The curriculum responds to the following areas of need:

- cognition & learning
- communication and interaction
- social emotional and mental health
- sensory and/or physical needs

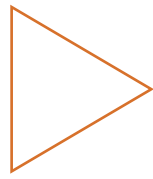
The curriculum comprises of an adapted version of subject specific knowledge taken from relevant parts of the National Curriculum, coupled with opportunities for learners to generalise their learning and develop important life skills.

We aim for learners to:

- acquire skills for independence
- enjoy learning through a broad range of subjects / experiences
- become confident individuals who are happy to live safe, healthy and happy lives
- become active, responsible citizens who make a positive contribution to society
- be able to communicate in a range of contexts, using AAC as needed

The illustration to the right provides examples of learner **outcomes** within the LfL pathway.





LfL



Elements of offer

- adapted National Curriculum offer sequentially mapped out curriculum areas
- high staffing ratio
- integrating skills for independence
- work related learning
- learning within the community
- differentiated planning and delivery
- personalised resources based on needs
- multi-professional working
- linked subject specialist support/delivery
- addresses the needs and requirements of each learner's EHCP

Curriculum areas

- Literacy
- Numeracy
- Personal Social and Health Education (PSHE)
- The World Around Us (Science, Geography and History)
- Creative and Expressive Arts
- Physical Education
- Food Preparation
- Independence and Community Inclusion
- ICT/Computing and Digital Skills

Approaches to T&L

- promotion of communication skills with ability to use AAC as required
- consolidation and generalisation of learning
- learning beyond the classroom / externally
- developing problem solving and thinking skills
- creative teaching approaches
- learning is relatable with opportunities to apply to a real world setting
- multi-sensory approaches (where needed)
- developing positive relationships with adults and peers
- making requests/choices
- promoting interests /motivators
- acquiring knowledge and applied skills
- building resilience

Post 16 – Curriculum Overview

The Post 16 stage accommodates all learners that have transitioned from KS4 both internally and externally.

As a result the pathway responds to a broad spectrum of need:

- cognition & learning
- communication and interaction
- social emotional and mental health
- sensory and or physical needs

The curriculum is planned around the 'Preparing for Adulthood' outcomes and comprises of a personalised offer linked to learner aspirations, future destinations and their transition into adulthood. Key curriculum areas include:

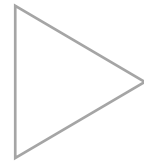
- Literacy / Communication
- Numeracy
- Health and Wellbeing
- Independence
- Community inclusion / participation
- Skills for transition / work based learning

Ultimately the aim for learners within Post 16 is to:

- meet their aspirational goals
- acquire the skills to be as independent as they can be
- maintain good health
- to be able to communicate needs and wants
- participate in community life
- acquire the skills to successfully access a further educational / specialist provision or social care provision
- achieve paid work (where applicable)

The illustration to the right provides examples of learner **outcomes** within the Post 16 pathway.





Post 16



Elements of offer

- maximise capabilities for independence / independent living
- multi-disciplinary working
- continuation of development of social skills and communication
- accredited programmes-gaining qualifications
- extended learning opportunities in the community
- develop health and wellbeing awareness
- prepare for meaningful work and understanding the world of work (where suitable)
- offer functional learning opportunities and vocational learning (where suitable)
- extended transition programme (where suitable)
- extended timetabled sessions
- strong links with employers and destination providers
- addresses the needs and requirements of each learner's EHCP and their aspirations

Curriculum areas

- literacy / communication
- numeracy
- health and wellbeing
- skills for independence
- wider participation/community inclusion
- skills for: transition / work based learning / future

Approaches to T&L

- promotion of communication skills with ability to use language of choice
- maintenance, consolidation and generalisation of learning
- learning opportunities that are relatable, functional and apply to real world settings
- developing positive relationships with adults and peers
- cross curricular threads / links
- learning beyond the classroom
- continuation of building resilience, self-esteem and confidence
- managing risk
- developing self-help and care skills
- good health and wellbeing

Curriculum links

Curriculum links

EYFS – Areas of Learning	EFL / FFL / LFL pathways	Post 16 stage
Communication and Language & Literacy Links to PFA-Employment / Continued Learning	EFL - Communication (all strands), Social and Emotional Wellbeing Skills (Social Environments & Making Relationships) FFL - My Communication and Literacy LFL - Literacy	6E classes -Functional Communication and Literacy 6F classes - Functional Communication and Literacy 6L classes - Functional Communication and Literacy
Mathematics Links to PFA-Employment / Continued Learning	EFL -Thinking Skills (Cognition), Communication (Daily Living Skills) FFL - My Thinking and Problem solving LFL - Numeracy	6E classes - Thinking Skills 6F classes - Thinking and Problem Solving 6L classes - Functional Numeracy
Understanding the World Links to PFA-Independence and Friends, Relationship and Community	EFL -Thinking Skills (all strands), Wider Participation / Community Inclusion, Enrichment Activities FFL - My Outdoor School, Me and My Community, My Play and Leisure LFL - The World Around Us (Science, History, Geography), ICT/Digital Skills, Independence and Community Inclusion /Engagement	6E classes - Wider Participation / Community Participation / Social and Emotional Wellbeing 6F classes - Independence / Community Participation 6L classes - Independence / Community Participation
Expressive Arts and Design Links to PFA- Independence and Good Health	EFL -Thinking Skills (Tactile/Visual), Motor Skills (Creative Movement), Communication (Writing) FFL - My Creativity, My Play and Leisure LFL - Creative and Expressive Arts	6E classes - Enrichment Activities 6F classes - Enrichment Activities 6L classes -WBL
Physical Development Links to PFA: Independence and Good Health	EFL -Motor Skills – (all strands) FFL - My Physical Wellbeing LFL - Physical Education	6E classes - Motor Skills – (all strands) 6F classes - Health & Wellbeing 6L classes Health & Wellbeing
Personal Social and Emotional Development Links to PFA: Independence and Good Health	EFL -Social and Emotional Wellbeing Skills (all strands) FFL - My Care and Life Skills LFL - PSHE	6E classes -Social & Emotional Wellbeing 6F classes - Health & Wellbeing 6L classes - Health & Wellbeing

PSHE incl RSHE

At Calthorpe Academy Personal, Social, Health and Economic Education (PSHE) is at the centre of all we do. Through our curriculum, our school environment and our school ethos learners will be equipped with the skills and knowledge they will need to develop a strong foundation of self-awareness, before focusing on how to safely and effectively engage with the world around them.

With the Early Years Foundation Stage aspects of PSHE is delivered via PSED (Personal, Social, and Emotional Development) and the health content is delivered through Physical Development. PSED is delivered through three areas: Making Relationships, Self-Confidence and Self-Awareness, and Managing Feelings and Behaviours. Physical Development focuses on developing learner's movements, handling of objects, understanding their own body and health and promotion of self-care.

From KS1 to KS4 the curriculum covers the breadth of PSHE from all statutory RSHE requirements (including Relationships Education, RSE and Health Education), with learning opportunities spread across three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. We ensure that learning is part of a well-planned sequence that informs the fundamental building blocks, characteristics, and key skills identified within Health & Well-being, Relationships (including RSE when assessment determines that pupils are cognitively ready to understand content), and Living in the Wide World, providing breadth and balance in our PSHE/ RSE offer.

Within Post 16 our learners access PSHE via curriculum linked Preparation for Adulthood outcomes:

- Employment-

- Independent Living
- Community Inclusion
- Health

a combination of aspirational targets are set with parental involvement, RARPA targets and KS4 outcomes, leading to teachers creating a bespoke plan to ensure post 16 learners receive a personalised PSHE input in order to prepare them for adulthood.

SMSC/FBV/Citizenship

These aspects are embedded throughout the school ethos and our curriculum, and is integral for the development of our learners becoming good citizens in complex and changing communities. Individual liberty, democracy, respect, tolerance, rule of law, are all threaded through the work of the school and covered at a developmentally appropriate level. Learners also have the opportunity to generalise their learning through their community participation sessions.

Languages

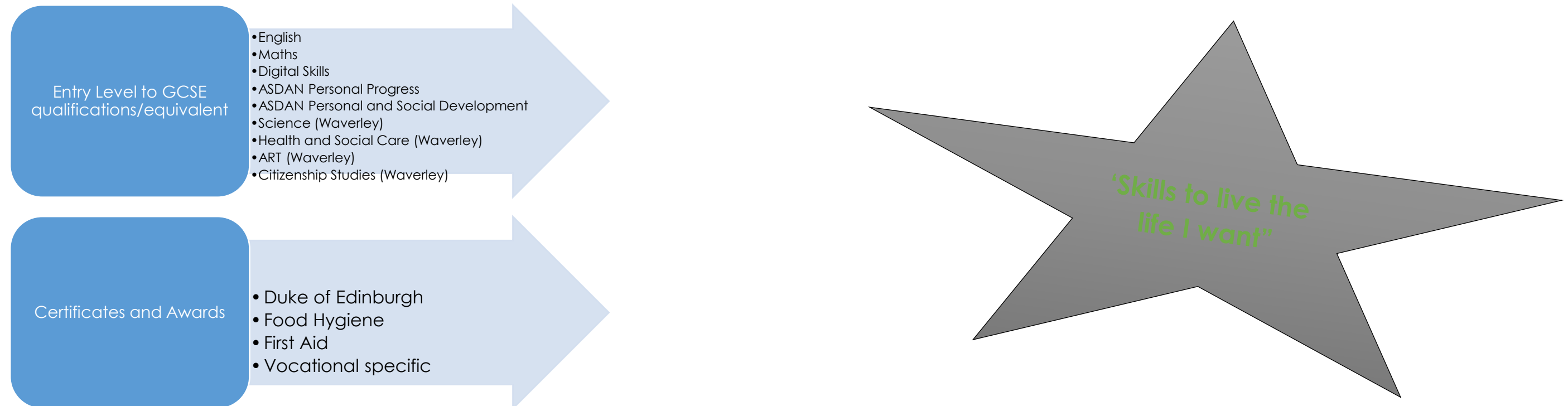
The direct teaching of modern foreign languages does not form part of our curriculum at Calthorpe Academy as the focus for our learners is on developing early communication and literacy skills. However, languages are experienced and celebrated as part of our global calendar.

RE

The RE element of our curriculum is about exploring human experiences, learning from other cultures, views and beliefs, whilst developing a sense of identity. Each of our learners, regardless of their pathway have the opportunity to further develop their curiosity of experiences within assemblies when exploring the 'SMSC Thought of the Week' and have opportunities to visit places of worship. We follow the Birmingham Agreed Syllabus for Religious Education, and all faith groups (SACARE) from across the city have drawn up a list of qualities they liked to be developed in schools. These include: creativity, compassion, passion, community and commitment and are embedded within our curricular offer.

Qualifications, certificates and awards

Learners have the opportunities to gain the following:



Further information

For further information on the curriculum please contact Amjid Zaman (Deputy Headteacher) at a.zaman@calthorpe.thrive.ac