



# North Ridge High School Thematic Curriculum Policy



## Curriculum Policy for The Thematic Curriculum

### Equality Statement

#### **Equalities Act 2010**

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

### UNICEF Rights of The Child

#### **Rights Respecting Schools**

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

The United Nations Convention on the Rights of the Child was drafted over the course of 10 years between 1979 and 1989. The UK signed the Convention on 19 April 1990, ratified it on 16 December 1991 and it came into force on 15 January 1992.

At North Ridge we use the language of the Right's Respecting School's Award consistently in our everyday school life. These key word - 'right'- enables our students to develop their sense of place in the world and their commitment to a more harmonious existence.

Throughout the teaching of the Thematic Curriculum, articles from the Convention will be referenced as specific teaching and learning points as appropriate

**Article 23:** Children who have any kind of disability should have special care and support, so that they can lead full and independent lives

**Article 28:** Every child has a right to education

**Article 29:** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### INTENT

#### Purpose/Rationale

Our curriculum for Complex and Experiential learners is delivered through a thematic approach, which allows pupils to explore links across the curriculum; enhancing and exciting their learning. The curriculum is planned by adapting the National Curriculum and teaching it through themes. The key learning and knowledge for each theme is carefully planned so that all curriculum areas are covered and statutory requirements are met.

The curriculum has been adapted and designed for pupils who have complex learning and behaviour needs and who require a bespoke and holistic approach that focuses on individual skill development. The curriculum is planned using a pupil-centred approach that focuses on the pupils' abilities and recognises the complex interaction between pupils' physical and sensory needs and their communication and learning disabilities.

#### Overview

The Thematic Curriculum covers the following subject areas:

- Science
- History

- Geography
- RE
- Art and Design
- Design Technology
- Music
- Computing

Pupils in the Complex and Experiential classes learn key knowledge through the teaching of these subjects but also develop important life skills in key areas that are vital to their personal development.

The four key areas for those pupils with complex needs are communication, social interaction, flexibility of thought and emotional regulation.

For those pupils who have Profound and Multiple learning disabilities the key areas are Cognition & Learning, Communication & Interaction, Social Emotional & Mental Health, and Sensory & Physical.

The Thematic Curriculum intends to develop independence and prepare pupils with the skills they need and can use in all areas of their lives. We start each theme with an exciting 'hook'- High quality visits and visitors to enhance the curriculum. Learning is cross curricular and includes sensory activities to enable students to engage with and embed learning.

#### Aims

Our overarching aim is for all pupils to be able to develop in key areas and for learning to be highly individualised. Pupil needs should be met through dynamic, well planned lessons.

The thematic curriculum will:

- Be exciting and offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
- Meet the statutory requirements of all the subject areas in terms of knowledge taught and time spent.
- Provide all pupils with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs.
- Meet the complex and sensory needs of all learners, enabling them to access learning at an appropriate level.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure that the National Curriculum requirements are met for all subject areas through detailed rubrics, showing the key learning and knowledge in all areas.

### IMPLEMENTATION

#### Teaching & learning

The Thematic Curriculum follows a four year rolling program. There are three themes a year. Themes are planned to ensure all curriculum areas are covered over the year.

All ASD classes have four double theme lessons a week. Experiential classes have three or four theme lessons a week.

Pupils in the ASD department should be taught to develop their skills in communication, social interaction, flexibility of thought and emotional regulation. These skills should be taught alongside the knowledge for the relevant subject. Learning is cross curricular so may cover more than one subject area in a week.

Pupils in the Experiential department should be taught to develop their skills in Cognition & Learning, Communication & Interaction, Social Emotional & Mental Health, and Sensory &

Physical. Learning is highly individualised for these pupils and skills are developed through teaching around the theme.

### Planning

Planning will be in line with the school planning policy. Teachers follow the guidance provided in Rubrics.

Planning will have clear learning objectives, success criteria and be suitably differentiated. Planning addresses the multiple difficulties that pupils experience such as significant sensory, communication or motor impairments, complex medical needs and dependencies on augmentative and alternative communication. Planning highlights the curriculum area focus and clear cross-curricular links. Teachers for knowledge, based on the curriculum subject area, and skills based on the key skill areas for that group of pupils.

### IMPACT

#### Knowledge, Skills and Understanding

- Pupils will engage in a range of learning activities
- Pupils will engage in learning in all curriculum areas
- Pupils will spend the required number of weeks of learning for each curriculum area
- Pupils will master skills in the key areas (see above)
- Pupils will develop knowledge and understanding in all curriculum areas each year
- Pupils are able to apply the knowledge and skills learnt to a variety of contexts

#### Assessment, Recording and Reporting

ASD:

- Work files / work books
- Records of Achievement
- B-Squared assessment tool - Autism Progress
- ASDAN Transition Challenge records
- ASDAN Personal Progress records

Experiential

- Work files / work books
- Learning Logs
- Records of Achievement
- B-Squared assessment tool - Engagement Steps
- ASDAN Transition Challenge records
- ASDAN Personal Progress records

#### Staff Development

All relevant staff receive regular high-quality training in delivering the thematic curriculum, which is developed throughout the year.

New staff receive training on induction training.

Peer mentoring and observations are well used to support the development of staff skills delivering the curriculum.

Staff meet regularly to plan, discuss ideas and moderate work.

#### Resources

All planning and lesson resources are available on the staff shared area.

Lead staff meet prior to each term to order resources needed to support the teaching of each theme. Resources are shared across the two departments and audited at the end of each theme.

#### Monitoring and evaluation

The Head teacher, Assistant Heads, the Thematic Curriculum Co-ordinators, Assessment Co-ordinator and teachers, monitor the Thematic Curriculum, having identified priorities, the Lead for ASD and the Experiential Department construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

#### Review

Date approved by *Governors*: 27/1/2020

Date of review: Jan 2022