



Curriculum Statement 2018-19

Rationale

The curriculum describes everything that students experience at school, both formally through taught lessons and activities on the timetable, and informally in each student's experiences throughout the day including their relationships with their peers and the staff.

Staff and governors in consultation with parents and carers have prepared this curriculum statement. This curriculum statement should be considered in the context of statutory and non statutory guidance from the Department for Children, School's and Families and the Qualification and Curriculum Authority.

Principles

Students attending Prospect School are entitled to:

- access a broad, balanced, stimulating, inclusive and relevant curriculum which supports the development of resilience, equality and promotes personal development and the meeting of individual needs;
- high quality teaching and support provided by staff who are committed to their own continuing professional development;
- experience creativity, pleasure and enjoyment in learning and to have a sense of purpose in the tasks and activities presented to them;
- experience the whole curriculum of which the National Curriculum will be a part for students at Key Stage 3 and 4;
- a curriculum and learning environment which nurtures self respect, confidence, self esteem and the ability to express their views and promotes a respect for the views of others;
- be treated with dignity and have their privacy and confidentiality respected;
- experience school as a caring, supportive community where there is equal opportunity for all, opportunities to develop individual potential and where the learning partnership of students, parents and staff is developed and valued;
- experience a variety of teaching and learning styles in a range of learning environments;
- have access to individual personal, social and vocational guidance to ensure that education develops the 'whole person';
- be involved in the assessment, recording and celebration of their own achievements and progress;
- have their learning accredited through external means where appropriate

- an acknowledgement that learning is never finite or complete but part of a lifelong process in which staff and students share understanding and work together to promote continual development.

Prospect School aims to use the skills and knowledge of the staff to provide each student with an educational programme that takes into account each student's well being and their educational, medical and social needs. To achieve this, staff will be flexible in their approach and will work as multidisciplinary team with the support of visiting professionals. Parents and carers have an important contribution to make, working with school to support their child's education. The curriculum should be regarded as a process of refining, updating and matching activities to students' needs, abilities and skills.

In offering a broad, balanced and relevant curriculum for all students the following will be included:

- Key Skills in Personal Social Health and Citizenship Education, Communication, Numeracy, Literacy and Information and Communication Technology
- Physical Education in at least the amount of the national expectations
- The subjects of the National Curriculum
- Pastoral and, where appropriate Therapeutic provision.
- Personal, Social, Resilience and Independence skills
- Religious Education
- Spiritual, moral, social and cultural development
- Enterprise skills and community service

The balance between each different part of the curriculum will vary according to the age, needs and abilities of each student. Additional information on specific aspects of curriculum can be found in individual policy statements and subject schemes of work.

To ensure students' have access to a broad, balanced, stimulating, inclusive and relevant curriculum for all students, staff at Prospect School will:

- work creatively to develop a positive whole school ethos which encompasses moral, cultural and spiritual development;
- provide pastoral and educational support appropriate to the needs of each individual;
- plan appropriate curricular experiences to nurture existing skills and develop new ones;
- plan appropriate and exciting experiences covering the Cross Curriculum Dimensions of the National Curriculum;
- incorporate the functional skills of English, Maths and ICT into a range of lessons;

- develop the student's personal learning and thinking skills as well as the social and emotional aspects of learning;
- identify challenging targets in key areas of development in consultation with parents, carers and other professionals;
- develop and implement teaching programmes to achieve student targets and increase students' experience, awareness and understanding of their own environment and of the wider world;
- use a wide range of teaching and learning styles to introduce and generalise skills;
- monitor and evaluate the effectiveness of teaching programmes; ensure continuity through the maintenance of accurate teaching records, tightly moderated assessments and the distribution of information to support staff;
- liaise closely with parents, carers and other professionals
- provide information through an Annual Review report to parents and carers on their child's progress and achievements;
- strive to maintain students' dignity and safety at all times taking into account the age appropriateness of materials and activities;
- provide the highest standards of physical intervention when used
- respect students' preferences and choices, and value their reactions to an activity;
- facilitate and promote the desire to communicate with other communities and cultures;
- provide opportunities for students to develop independence and risk management and assessment skills;
- adopt an inclusive approach to the opportunities offered to students;
- facilitate access to the curriculum through specialist resources;
- provide consistency of approach;
- encourage each young person to be an active participant in his community;
- follow all school policies, including the behaviour for learning policy in order to support students in managing their own behaviour;
- work closely with parents, carers, other professionals and post school providers to ensure successful transition to and from Prospect School.

Religious Education

It is a requirement of the 1988 Education Reform Act that all schools offer Religious Education. As with every other area of the curriculum, Religious Education is taught at a level appropriate to the needs and understanding of the students. If parents wish,

they may request that their child is withdrawn from Religious Education lessons and any assembly involving an act of collective worship.

Sex Education

Under Section 352 of the Education Act 1996, sex education must be provided for all students. The governing body and the Headteacher are required to ensure, so far as possible, that sex education is given in a manner that will encourage students "to have due regard to moral considerations and the value of family life". If parents wish, they may request that their child is withdrawn from sex education lessons.

This policy statement will be reviewed bi-annually.

Date Approved by Governing Body:

Signed by the Chair of Governors _____ **Date** _____

Date of next review: September 2019