



Curriculum Policy

Arbour Academy

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Curriculum policy aims at Arbour Academy

The aim of the curriculum policy at Arbour Academy is to provide bespoke, high quality and engaging education using trauma responsive approaches, which inspires pupils to re-engage with education, has a positive impact on all young people and results in fostering empathy, resilience and strategies to cope with their emotional responses. We believe this prepares our students for the future.

Policy Development

The policy has been developed through:

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- Review of curriculum 2022
- Consultation with King's Trust Director of Teaching and Learning Amanda Ellis
- Self-evaluation tools from associations such as Educational Endowment Fund and The Key
- Contextual analysis of pupils needs
- Pupil voice
- Curriculum feedback from ex HMI
- Consultation with middle leaders and teaching staff
- All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices.

Curriculum Policy – Rationale

- The rationale of this teaching and learning policy is to:
 - introduce the key aims and objectives of the curriculum.
 - to explain the curriculum design and coverage.
 - to explain the effective Teaching and Learning strategies used across different subjects at Arbour Academy

Curriculum policy - Vision

- To develop pupils' curiosity and excitement about the world around them
- To re-engage them in learning and attempt to bridge the gaps in their education
- To provide all pupils with opportunities that will offer them the best understanding of how to be successful in 21st Century Britain.

We will lead our vision by successfully implementing an instructional leadership model, which will result in consistently high standards of teaching practice, embedding a positive culture between staff and hence improved educational outcomes for pupils at our school

Background

Our pupils face a number of barriers to their education, as written in our Curriculum Policy and contextual analysis. One of the barriers our children face is having a high number of ACES (adverse childhood experiences) or traumas.

Research

Research has demonstrated that childhood trauma is associated with a range of potential difficulties at school, such as low academic performance; low attendance rates; memory and attention problems; language difficulties; and higher exclusion rates (Perfect, Turley, Carlson, Yohanna, & Saint Gilles, 2016).

Trauma can further negatively affect a pupil's ability to self-regulate and utilise executive functions (ie. Working memory, organisation, emotional control, Dawson and Guare 2009), which can therefore affect a pupil's ability to engage with their learning and engage emotionally and socially throughout their education (Perfect et al., 2016).

This is because trauma changes the architecture of the brain, by triggering harmful inflammation in the brain and the body, which can negatively affect the development of core physical and cognitive functions (Bomber, 2020; Perry, 2009). Physiological factors, such as stress, play a significant part in how well we retain information, whereas our brains are good at storing information that helps us to avoid physical or psychological harm. We also tend to remember experiences that trigger powerful emotions – such as fear – for longer. This evidences the challenge our pupils face in overcoming our brain's natural responses, making learning more difficult.

Our Practice

As a whole, our pupils have difficulty learning to learn, retaining and retrieving memories and having the oracy and literacy skills needed to succeed in later life. Our pupils have had negative experiences in education and their lives (ACE's), we aim to re-engage our pupils with learning through a bespoke tailored curriculum and a wide range of trauma informed strategies. Therefore, these are the areas in which our curriculum focuses on throughout school. We apply the **PACE** philosophy in our daily practice and across our curriculum.

PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the needs of children and young people who have experienced trauma. Developed by clinical psychologist, Dan Hughes, the approach focuses on building trusting relationships, emotional connections, containment and a sense of security.

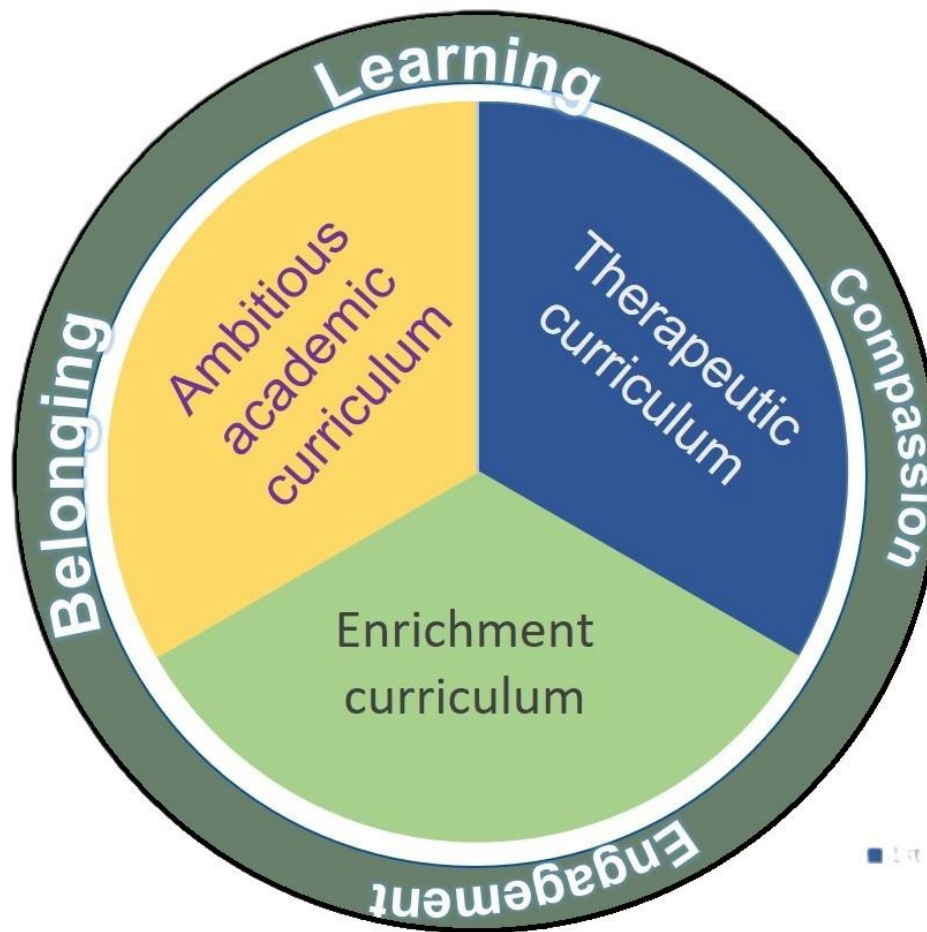
P- Playfulness- This is about creating a fun, light and playful atmosphere when communicating with the child. It means using a light tone of voice, like you might do when story-telling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy.

A -Acceptance- This is about accepting that whatever the child (or you) are feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is their experience and this is important. Acceptance is most clearly conveyed through non-verbal communication

C- Curiosity- This is about approaching children with an air of curiosity. Seek to understand what it is that drives them. If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand why. We hope to convey that our intentions are to truly understand and help the child, not to lecture.

E- Empathy - Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the child and their feelings. This is essential in helping a child feel understood.

Main aims of the Arbour curriculum



To re-engage the most disengaged pupils with an education that is bespoke to them and provide them with a curriculum that will support their further education, training and their employability.

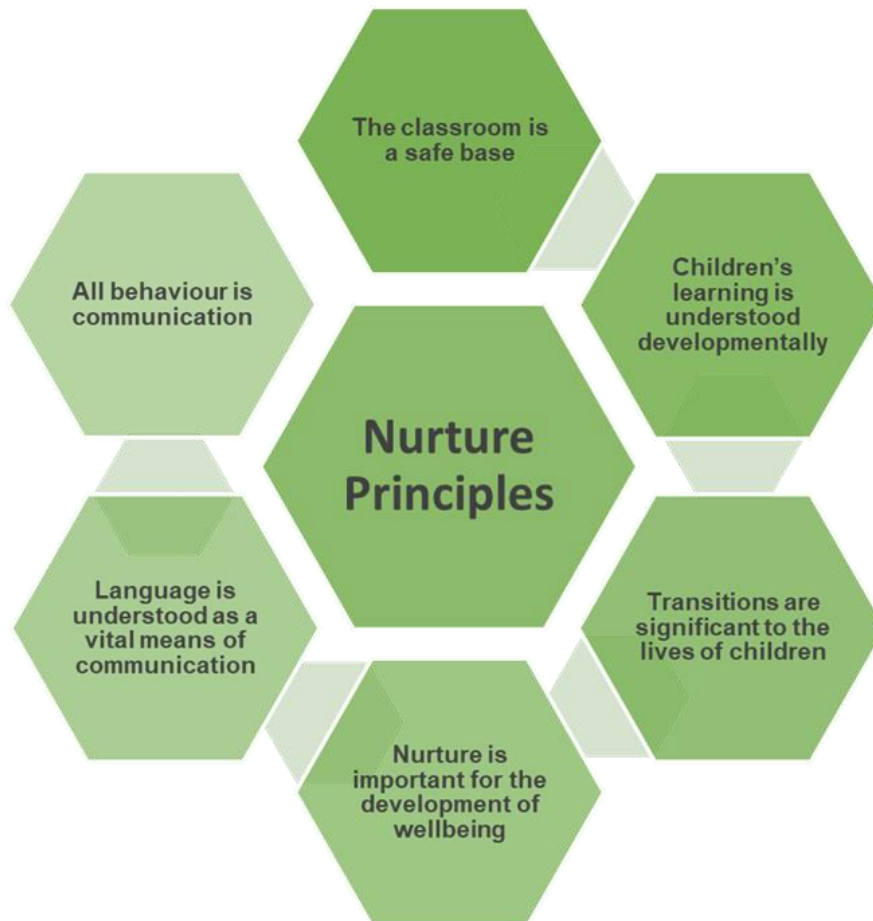
To address learner's widest gaps in education by developing basic skills in literacy and oracy across the curriculum in order to prepare our pupils for the opportunities, responsibilities and experiences of later life.

To ensure that we have a broad and balanced curriculum offer for our pupils to build upon their strengths and interests to inspire them to hold high aspirations for their future.

To develop our pupils' cultural capital, for us this is providing pupils with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens.

To promote pupils' physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our pupils for the opportunities, responsibilities and experiences of later life outside of Salford.

The guiding principles of our curriculum



On entry assessment

In order to ensure our pupils, have the best possible chances of being successful at Arbour Academy we conduct a thorough baseline assessment of their needs once they are referred to us and before they start their journey at Arbour. We use the WRAT4 Assessment, which measures reading and maths skills as well as spelling and comprehension.

English and Mathematics teachers are expected to conduct a baseline assessment in their own subject area within two weeks or 6 lessons of a pupil joining us at Arbour Academy. In addition to this our pastoral team complete a detailed induction meeting with our pupils and parents to gather information around ACES (adverse childhood experiences) and discuss their individual, emotional needs.

Nurture Group

Students in need of a more gradual reintroduction to education are provided with the opportunity to join our Nurture group. In this setting, they follow a tailored timetable that starts off with reduced hours, gradually expanding as their confidence and resilience grow. The Nurture group curriculum includes regular literacy and numeracy sessions facilitated by the Nurture teacher. Students in the Nurture group engage in the same classwork as their KS3 counterparts. Additionally, they participate in weekly sessions at local allotments, receive science and ICT instruction, and have their progress tracked through Boxall profile targets, which are reviewed every term.

KS3 Curriculum

Students follow a timetable at KS3 that meets the requirements of the National Curriculum and combines Core subjects with therapeutic interventions and holistic programmes such as Zones of Regulation. Their timetable includes Big Theme Days and a range of enhancements that help enable pupils to build resilience and enhance their learning experience. There are two classes in Key Stage 3 made up of pupils from different year groups.

Curriculum pathways

The table below explains the coverage of qualifications we offer at Arbour Academy across Key Stage 4. Pupils have the opportunity to study up to 8 GCSE (or equivalent) qualifications however if upon entry pupils are working at a level significantly lower than their chronological age they may be offered the opportunity to achieve entry level qualifications.

Some pupils will access a range of vocational qualifications alongside their core qualifications of English, Maths and Science. Our broad and balanced curriculum offer is one of our key strengths and gives our pupils opportunities to access a wide range of qualifications giving them the skills they need to succeed in post 16 life.

Curriculum Pathways at KS4

Pathway	Working Towards	Emerging			Developing		Secure		Advanced		
Exam	Entry Levels 1 - 3	GCSE			Foundation		GCSE		Higher		
Grades		1	2	3	4	5	6	7	8	9	
Optional Exams	Edexcel Awards Level 1	Functional Skills Level 1			Functional Skills Level 2						

Interventions at Arbour

Arbour Academy provides a wide range of interventions that benefit our pupils, networking with a range of local community agencies. Some of these include:

- Speech and Language external support
- 1:1 Counselling
- External agency support in Mental Health, Drug and Alcohol, Domestic Violence, Youth crime and anti-social behaviour.

A range of SEMH interventions including:

- Mindfulness
 - Animal therapy
 - Talk therapy
 - Art and music therapy
 - Life story work
 - Therapeutic Writing
- Forest School
Wild Tribe
Lego Therapy

Stretch and Challenge at Arbour Academy

For pupils working at or above age related expectations we provide specific interventions with teaching staff where pupils can access additional or higher level qualifications, making their time at Arbour truly bespoke. Our offer of a minimum of 5 (more dependent on individual pupils' ability) GCSE's is ambitious and pupils who show strengths in areas such as maths may be offered an additional qualification in Statistics, for example. Pupils who wish to study subjects independently are supported and actively encouraged to do so. Appropriate resources and support from staff to enable pupils will be provided and some pupils return to their mainstream schools to follow their option subjects.

Social Moral Spiritual Cultural opportunities across the curriculum (SMSC)

Establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupil's SMSC development. Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

- **Spiritual:** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.
- **Moral:** Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.
- **Social:** Investigate and moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.
- **Cultural:** Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

At Arbour Academy, we ensure that all pupils are provided with SMSC opportunities both within the planned curriculum and through form time, independent study, assemblies, whole school events and theme days. We also plan and lead many enrichment activities organised by external providers, which benefit pupils SMSC development, such as D of E or school trips.

The Arbour curriculum has been designed specifically to grow learner's SMSC knowledge and opportunities. This can be seen through the Big Theme days, PSHE curriculum and English chosen texts.

Fundamental British Values across the whole school curriculum

"To create and enforce a clear and rigorous expectation on all schools to 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." (DfE)

Arbour Academy is committed to serving its community. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Challenging opinions or behaviours in school that are contrary to fundamental British values. Despite our school culture, some pupils may arrive at Arbour with viewpoints that do not initially align with fundamental British Values of respect and tolerance. Our curriculum has been purposefully designed to improve pupils' experiences of the diversity and world around them. We use challenging questions to provoke thoughts, conversations and potential changes of opinion within our lessons and during unstructured time.

We follow equal opportunities guidance, which guarantees that there will be no discrimination against any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Arbour Academy is dedicated to preparing pupils for their adult life beyond the formal, examined curriculum and ensuring that we promote and reinforce British values to all our pupils.

At Arbour these values are reinforced regularly and in the following ways:

Democracy

Democracy can be seen as a state of society characterised by equality of rights and privileges. It can also refer to our nation's electoral systems.

In our school, we promote the importance of democracy through such things as:

- Pupils are involved in the staff recruitment process.
- There is a fair and consistent Behaviour Policy with agreed rewards and sanctions.
- If appropriate, pupils are encouraged to consider and choose differentiated learning opportunities in lessons.
- Votes for Schools lessons, which are embedded in our Personal Development curriculum focus on topics such as voting systems, as well as contemporary political issues.
- Our strong adherence to our Equality and Diversity Policy and objectives in line with the Equality Act 2010.
- Parental and Carer questionnaires are distributed regularly to enable their views to be shared and heard.

The Rule of Law

All people and institutions are subject to and accountable to law that is fairly applied and enforced.

The importance of laws and rules, whether they be those that govern the country, the school, or the classroom, are consistently reinforced through the school's rules, throughout regular school days, as well as when dealing with behaviour, and through school assemblies.

Pupils are taught the value and reasons behind rules and laws, that they govern and protect us, the responsibilities that this involves and the consequences when rules and laws are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message. Pupils are taught how rules and laws are there to protect us, keeping us safe. They acknowledge their responsibility to uphold rules and laws, and understand the consequences when laws are broken. In our school, we promote the importance of the Rule of Law through such things as:

- The School's Code of Conduct and Behaviour Policy and student Behaviour Charter
- Display boards, which are used to promote our values.
- Pupils reflecting regularly on their learning during lessons and their behaviour during assemblies.
- Annual Parent / Carers questionnaires include questions which relate to behaviour, safety etc.
- Assemblies throughout the year, which make links to the law. For example, school rules, Anti-bullying Week and E-safety help pupils to understand how to behave towards each other and how to be safe.
- Marking and feedback policies, which set clear boundaries, are explained clearly to pupils and staff.
- Accountability, which is stressed to all, including staff (Teacher's Standards and Appraisal) and pupils (Pupil Behaviour Charter).
- Personal Development curriculum, PSHE and Citizenship qualifications which focus on many topics including Democracy, Anti-Discrimination, Relationships and Sexual Health education and Drugs education.

Individual Liberty

Individual liberty suggests the free exercise of rights generally seen as outside Government control.

Within school, pupils are actively encouraged to make choices knowing that they are in a safe and supportive environment. As a school, we educate and provide boundaries for pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are given advice on how to exercise these safely, for example, through our Personal Development Curriculum.

In our school, we promote the importance of the Individual Liberty through:

- Opportunities to participate in events within the community or with other schools.
 - Demonstration by pupils, within the school and in the community, a clear understanding of the high expectations of behaviour.
 - Taking responsibility by volunteering to be a member of the Rights Respecting Schools Steering group.
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- Parental and Carer Questionnaires are given out at every opportunity, such as Progress review days and parent's evenings, in which they are able to share their views and any concerns, as well as the values they think are important.
 - Valuing and celebrating pupils work and progress through displays in classrooms and around the school.
 - Encouragement to participate in charitable events e.g., Children in Need, Sport Relief, NSPCC, Comic Relief, and various charities, etc.
 - Our robust and clear Anti-bullying culture and Behaviour Policy for all pupils and staff, which allows the opportunity for individual choices in a safe and supportive environment.
 - The Personal Development curriculum includes a focus on areas such as managing risks, financial wellbeing and careers.
 - Active encouragement to express views and opinions in lessons in a formative manner.
 - Offering pupils choices for their future academic and vocational pathways as they move from KS4 to KS5 and beyond.

Mutual Respect

The proper regard for an individual's dignity, which is reciprocated. As a Bronze Rights Respecting School, the work of UNICEF and the CIC underpins our interactions with pupils and each other and shapes how we communicate with each other.

Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. Mutual respect is at the heart of our values. Pupils learn that their behaviours have an effect on their own rights and those of others. Pupils develop an understanding of tolerance and mutual respect. All members of the school community treat each other with respect.

At our school, we promote the importance of mutual respect through such things as:

- A balanced curriculum that keeps a wide range of life opportunities for our pupils.
- Strong Life Skills, PSHE and Citizenship education provision through our Personal Development Curriculum allowing planned opportunities to develop topics such as personal identity, anti-bullying, Discrimination, Relationships, emotional health, gender and career stereotypes, Human Rights, etc. These lessons enable pupils to develop a greater understanding of themselves, those around them, and those in our local community.
- Positive relationships encouraged and modelled throughout the school i.e. child-to-child, adult to child, and adult-to-adult.
- Through PSHE, SMSC, British values and our Personal Development Curriculum pupils develop an understanding of the world of religion and how beliefs affect daily lives. This helps develop tolerance and mutual respect for religious viewpoints.
- Annual Anti-Bullying Week and E-safety lessons explore how our behaviours affect others.
- Clear expectations of good behaviour in all facets of school life.
- A culture that promotes the core values that pupils take responsibility for their actions and recognise the implications of negative behaviour on others.

Tolerance of those of Different Faiths and Beliefs

A fair, objective, and permissive attitude to those whose faith and beliefs may differ from one's own.

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity.

Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in the Personal Development Curriculum. As written previously, diversity and tolerance are embedded throughout the curriculum in project based learning, PSHE, and English curriculums.

Votes for Schools lessons incorporate both knowledge and understanding of different world religions and how these beliefs impact on daily lives. Christianity as the main religion of the indigenous population is taught alongside Buddhism and other world faiths.

In addition to this, Judaism, Hinduism, Islam and Sikhism alongside other world faiths are taught through our whole SMSC curriculum and focus assemblies based around other cultures and religions.

Furthermore, in our school we promote the importance of tolerance of those with different faiths and beliefs through such things as:

- Learning about and celebrating being British, and the understanding that Britain is a multicultural country.
- The PSHE and PSD education programmes focus on cultural identity, equality & discrimination, and human rights.
- External faith speakers invited into school.
- Reflection opportunities in assemblies and lessons.
- Opportunities to taste and make food from around the world.