



Curriculum Statement - School and 6th Form

This statement implements the Curriculum Policy and intends to demonstrate how the school structures a broad, balanced and vibrant curriculum, accessible to all students.

BACKGROUND

The approach to the school curriculum is governed by the requirements of the National Curriculum and is updated regularly to reflect changes in government policy and to continue to support students' individual needs.

This statement affects all staff and students at St Piers School. The approach is guided by the following legislation and statutory guidance where appropriate

- National Curriculum (2014/ 16)
- The Common Inspection Framework (2015)
- SEND Code of Practice 2015
- Education Act 2011
- The Equality Act 2010
- The Children and Families Act 2014
- Every Child Matters (DfES 2006)

STATEMENT

A key objective of this statement is to engender a culture of keeping the curriculum innovative and fresh by constantly reviewing curriculum content and delivery methodology. The curriculum seeks to enable students to develop personal qualities, attitudes, skills and knowledge and to encourage the raising of aspirations for and by learners, enabling and challenging them to be empowered to participate and make a positive contribution.

Language, Literacy and Communication, Mathematics, Science and PSHE and Citizenship form our Core Curriculum. Relationships and Sex Education, Arts, Design Technology, Humanities, Music, Modern Foreign Language, Computing and Religious Education are taught through a thematic approach using rolling programmes. British Values are embedded throughout the curriculum. PE is taught to all students by the specialist PE team. The teaching of all subjects aims to stretch and challenge students to achieve to their highest potential taking into account careful understanding and awareness of their individual disabilities.



Those pupils in main school who are learning at P Levels 1-4 have a Non-Subject Specific curriculum model across 5 curricular areas of Cognition and Learning, Communication and Interaction, PSED and Wellbeing, Physical and Sensory and My World and Creativity.

Students' achievements are accredited through the national schemes EQUALS, Edexcel and OCR as relevant for their course.

Sixth Form students follow the EQUALS "Moving On" curriculum framework, enjoying a broad based curriculum which addresses Key and Functional Skills through the delivery of Life Independent Living Skills, World Studies and Vocational Studies. Many students work to an individually organised programme to address the needs of external accreditation schemes. Students are also offered an Entry Level Edexcel Award/Certificate in Skills for Independence and Work and Entry Level OCR in Life and Living Skills. Students will collect credits through the OCR/BTEC units and work towards either an Award or Certificate qualification. Further opportunities for choice are included in the planned programmes for the Sixth Form.

Implementation

- Final responsibility for the school curriculum lies with the Principal of School and College.
- Subjects are managed by Curriculum Co-ordinators – supported by the Extended Leadership Team.
- Priorities for audit, development, implementation and review are planned into a rolling programme within the School Improvement Plan which is monitored by governors.
- Curriculum Management is reviewed at all levels through subject review, assessment of attainment and progress, lesson observations and yearly appraisals of staff.
- The curriculum will remain under constant review and will take into account national and local initiatives and developments where they would benefit the learning opportunities experienced by our students.

Equality and Diversity; Fairness and Respect; British Values

The processes of the school aim to ensure:

- Equality and consistency of service to learners
- That no learner is disadvantaged in learning and opportunity by gender, ethnic group, sexuality, religion and beliefs, disability and medical conditions.



- That all learners are treated fairly and with respect by staff and peers
- That gifted and talented students are given the opportunity to excel
- That appropriate support is provided for those who are vulnerable to under-achievement including for whom English is not their first language, those who are 'Looked After Children' or those in receipt of pupil premium.
- Equality and Diversity/ British Values is a cornerstone of the approach to learning at Young Epilepsy. Through all subjects we aim to inspire a level of understanding, appreciation and tolerance across all protected characteristics. Learners gain knowledge and experience of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs as relevant to each learner's cognitive level.

Equality and Diversity is reflected in all schemes of work and this allows us to ensure that teaching staff are maximising the potential for both embedded and discrete learning.

In addition, students are encouraged to become members of our Equality and Diversity Committee and partake in activities that deepen their appreciation of all aspects of fairness and respect for others.

Curriculum Subjects

Guides are available on the Staff Intranet and the school website on each of the following curriculum subjects:

1. Art and Design Technology
2. Relationships and Sex Education
3. Design and Technology
4. Humanities
5. Computing
6. Language, Literacy and Communication
7. Mathematics
8. Modern Foreign Languages
9. Music
10. Physical Education
11. PSHE and Citizenship



12. Religious Education

13. Science

These are updated regularly and reflect the current practice.

This statement is agreed by the Trust Board and will be implemented by the Education department.

Signed:

Date:

**Vivienne Dews
Chair of the Education Governing Body**

Date of next review: 1st January 2019