# Archers Brook SEMH School
# Curriculum Policy

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| **Approved by:** | Teaching and Learning Sub Committee | **Date:** | October 2026 |
| **Last reviewed by:** | Emma Frost | **Date:** | September 2026 |
| **New review due:** | September 2027 | | |

*‘ We are learning today to be successful tomorrow’ by:*

- Planning for the future
- Learning to express ourselves and understand others’ feelings
- Having confidence and self-belief
- Being resilient and always looking for a positive way forward
- Maintaining self-respect and accepting the consequences of our actions

**Our Curriculum**

Our curriculum is as unique and individual as our learners. We tailor our curriculum to meet the need of all our students and the nuances of our special school context.

The curriculum is the planned activities that are organised in order to promote personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children which includes the Duke of Edinburgh Award, outdoor education and residential trips.

The curriculum is designed to provide access and opportunity for all children who attend our school. High expectations are set for every pupil. For children whose attainment is significantly above the expected standards, the curriculum deepens and broadens their knowledge and stretches their learning. For children who have low levels of prior attainment the curriculum is deliberately ambitious to ensure they meet the required standards and their options are not limited.

**INTENT**

**Aims of Archers Brook’s Curriculum**

- To provide a broad and balanced curriculum for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;

- Enable pupils to develop knowledge, understand concepts and acquire skills and to be able to choose and apply these in relevant situations;

- Support pupils’ spiritual, moral, social and cultural development and equip pupils with the knowledge and cultural capital to succeed in life;

- Promote a positive attitude to learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;

These aims are under pinned by the following values:

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community.

- We organise our curriculum so that we promote co-operation and understanding between all members of our community.

- We value the rights enjoyed by each person in our society.

- We respect each child in our schools for who they are, and we treat them with fairness and honesty.

- We aim to enable each person to be successful and we provide equal opportunities for all the children in our school

- We value our environment and we aim, through our curriculum, to teach respect for our world, and how we should care for it sustainably for future generations, as well as our own.

**IMPLEMENTATION**

At Archers Brook, our Key Stage 2 curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2.

At **Key Stage 2**, our curriculum is delivered using a variety of different approaches and resources depending on the nature of the subject being taught and the needs of the pupils.

At Key Stage 2 the curriculum at our schools emphasises the core subjects and we teach these subjects separately. Foundation subjects are taught thematically and all pupils have access to a varied curriculum.

Pupils work with the KS2 lead and also specialist subject teachers enabling them to acquire skills and knowledge which will be developed as they progress through the different key stages.

Ks2 pupils also access the same enrichment offer as KS3 & 4; Outdoor education, Forest Schools and Cultural Capital activities.

At **Key Stage 3**, pupils follow a varied curriculum which continues to enhance the pupil's skills and knowledge. They are able to experience not just the core subjects of:

- Maths
- English
- Science
- Computing
- History
- Geography
- CDT
- Food Technology
- PE
- Lifeskills
- Careers
- Art
- Horticulture/Forest school
- MFL

This curriculum also supports the spiritual, social, moral and cultural development of the pupils through their interaction with staff and peers in the different subjects. RHSE is taught within the personal, social, health and economic (PSHE) education curriculum through PSD and Lifeskills. Biological aspects of RHSE are taught within the science curriculum, and other aspects are included in Life Skills (such as religious and cultural aspects).

During the final year of Key Stage 3, pupils begin to identify subjects they would like to develop their skills and knowledge in and are able to select their options ready for Key Stage 4.

In **Key Stage 4** – we aim for the majority of pupils to study their top 3 choices for their options.

The options available are:

- Sport
- Horticulture
- Art
- Food Technology
- CDT
- Music

Alongside the core subjects of:

- Maths
- English
- Science – split into Physics, Chemistry and Biology
- ICT

- PSD

PE is a statutory offer for all pupils from KS2-4

In each of these areas, pupils can work towards qualifications ranging from Entry Level Certificate to Level 2.

Therefore at KS4 we offer the following qualifications in our Core Block;

| Subject | Qualification |
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| English Language | Entry level, GCSE |
| English Literature | Entry level, GCSE |
| Mathematics | Entry level, GCSE |
| ICT | NCFE and E-Safety – Entry Level, Level 1, Level 2 |
| Combined Science | Entry Level, GCSE |
| PSD | ASDAN - Entry Level, Level 1, Level 2 |

Pupils can gain qualifications in 3 of the subjects below, some of which are equivalent to more than one GCSE, in our Options Block;

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| Level 2 Sport |
| Level 2 Home Cooking |
| GCSE Art |
| Level 1 BTEC Construction & NCFE |
| Level 1 Horticulture |
| Level 1 or 2 Music |

Options are defined by the Pathway followed:

**Pathways through the curriculum**

Our curriculum and its Pathways are designed so that pupils' options are not narrowed and we are able to support them to remove barriers to learning that may be contributed to by SEN and tailor to their educational need.

Pathways through our curriculum are supported through a range of assessments. We currently offer three distinct pathways through the school from KS2 with all pupils accessing our Wellbeing Curriculum regardless of academic pathway. Decisions to match pupils to the most suitable pathway are made in tandem with parents/carers and the pupils approaching and during Y10. These decisions are not just based on academic data but are ambitious in line with the pupils' preferred options, such as in a case where the driver for a pupils SEND becoming a barrier to progress of any sort is driven by anxiety. Our Growth Goal Assessment model underpins these culminative AfL narratives meaning pupil data needs to be collected and analysed before goal setting (defining the most appropriate pathway).

**Pathway 1**
GCSE or equivalent. This is for pupils who are predominately working at ARE (age related expectations) in most areas of the curriculum. Pupils may have specific barriers to learning that impact their ability to access the National Curriculum but will access specific teaching and interventions where needed to support them in attaining the skills to overcome this. These pupils may benefit from scaffolding learning yet are mostly independent in their access of learning.

**Pathway 2**
ELC or Level 1 qualifications – this is for pupils who are working below ARE in most if not all areas of the curriculum. These pupils may need learning facilitated via higher levels of scaffolding. They have specific barriers to learning that impact on their ability to access the National Curriculum.

**Pathway 3**
This pathway is for pupils who have difficulties accessing the other pathways and have a bespoke curriculum which contains mainly English and Maths but also have a tutor for support, college courses, work experience/motivational placements. This does not preclude them from attending lessons at Archers Brook.

**Wellbeing Curriculum**
This offer is for all pupils to access and is designed to support pupils in maintaining good mental and physical health.

This curriculum is accessed via Holistic therapy, Play Therapy, Counselling, our extended day offer and the Nurture Base (The Den). We have a dedicated team of MHFA (Mental Health First Aiders) who, as established personnel, are well placed to act as Champions for pupils and support them/staff on a daily basis.

**IMPACT**

- Pupils will be supported to re-engage with a curriculum and through this, experience successful learning
- Every pupil will have a clear post 16 pathway which is well designed and supported.
- Every pupil will develop enhanced social skills supporting them to manage in a college or workplace setting
- EHCP educational targets will have been updated for their onward journey

**Roles and Responsibilities**

The **Governing Body** will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation and ensuring that:

- A robust framework is in place for setting curriculum priorities and aspirational targets,
- Enough teaching time is provided for pupils to cover the National curriculum and other statutory requirements,

- The school implements the relevant statutory assessments and arrangements

The **Headteacher** is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of the individual pupils will be met,
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- Procedures for assessment meet all legal requirements
- The Governing Board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Board is advised on whole-school targets in order to make informed decisions
- Provision is in place for pupils with different abilities and needs

The **Subject Leads** will work with the Headteacher in collaboration with this policy and ensure:

- Keep up to date with developments in their subject at both local and national level
- Review the way the subject is taught and plan for improvement
- Provide a strategic lead and direction for the subject through Long Term Plans and Medium Term Plans
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress through book scrutiny's, lesson observations and data collection
- Provide resource information