



## Curriculum Policy

<b>Reviewed annually, last reviewed:</b>	<b>September 2025</b>
<b>Next review date:</b>	<b>September 2026</b>
<b>To be read in conjunction with:</b>	<ul style="list-style-type: none"><li>• RSE policy</li></ul>

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## **1. Context**

Bow Street School lies within Wolverhampton Local Authority but serves three other local authorities including: Sandwell and Walsall.

Due to the complex nature of the pupils that attend Bow Street, it is our responsibility to provide them with the most appropriate curriculum, to promote their academic learning, life skills, Personal, Social, Health and Citizenship and their Spiritual, Moral, Social and Cultural Education whilst meeting the long-term outcomes as identified in their EHCP (Education, Care and Health Plan).

Pupils who attend Bow Street have invariably experienced disrupted education and some have limited positive experiences of education, and our assessment processes demonstrate that many of pupils are working below age related expectations on admission.

Bow Street School has a range of facilities including a fully equipped kitchen area in which food technology lesson take place and a garden area when vegetables and herbs are grown. We also make use of the local leisure facilities close by as part of the PE curriculum such as swimming pool and sports hall. New staff receive a robust induction when starting at Bow Street school and we ensure that staff have access to the SSS Learning training platform to undergo mandatory training and for their continued professional development. Staff/pupil ratios are deliberately high in order to ensure pupils feel well supported.

This policy covers the flexibility of approach we take with our curriculum, within the parameters of the National Curriculum, and how this approach supports the pupils at Bow Street to access the curriculum. Our curriculum is broad and rich and meets the needs of our pupils. Our curriculum provides consistency throughout Key Stage 3 and 4 whilst recognising developmental and age-related aspects to learning. Staff have worked closely together to develop the curriculum, meaning there is ownership and understanding of the knowledge and skills pupils will gain at each stage in their educational journey.

## **2. Introduction**

Provision of a rich, inclusive learning environment where every pupil is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Bow Street school. The curriculum is the whole learning experience offered by the school. How children learn is as important as what they learn. Children are learning all the time, and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time and social times.

Our pupils will gain confidence in making choices and increase their knowledge and understanding of the world around them. All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all our learners.

### **3. Curriculum aims**

We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Bow Street School provides a curriculum which is pupil-centred, ambitious, engaging and relevant.

The aim of our curriculum is that all our young people become:

- Successful students who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to live safe, healthy and fulfilling lives.
- Responsible citizens who (where possible) make a positive contribution to society.

We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives.

We aim to ensure that the curriculum:

- Inspires our pupils to develop a love of learning, experience success and achieve positive outcomes
- Provides equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Has a high academic/vocational/technical ambition for all pupils
- Builds on pupils' existing knowledge, skills and understanding.
- Helps our pupils to remember what they learn and make progress in all subject areas
- Enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Develops pupils' independent learning skills and resilience, to equip them for further/higher education and employment.
- Ensures every pupil leaves a reader
- Enables pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encourages our pupils to raise their career aspirations
- Provides our pupils with knowledge and experience of the workplace
- Develops our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supports our pupils to develop their confidence, high self-esteem and independence
- Ensures our pupils are ready for transition and life beyond Bow Street School
- Prepares students for the opportunities, responsibilities and experiences of adult life
- Encourages our pupils to develop a positive perception of themselves and a sense of belonging
- Supports our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience

- Supports pupils' physical development and responsibility for their own health, and enables them to be active
- Enables our pupils to understand their rights and responsibilities and appropriately express their views
- Helps our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics
- Reflects the multicultural nature of the local community
- Develops a respect for other people and the environment
- Equips pupils with the knowledge and cultural capital they need to succeed in life through the RSE and PSHE program
- Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student

## **4. Legislation and guidance**

This policy reflects the requirements for Independent special schools. We follow The Independent school standard Guidance for independent schools. It also reflects requirements for inclusion and equality as set out in the Special Educational needs and disability code of practice: 0-25 and Equality Act 2010.

## **5. Roles and responsibilities**

### **5.1. The proprietors**

The proprietors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The proprietors will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils that lead to qualifications, such as GCSEs or equivalent, are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **5.2. The Headteacher**

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 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 proprietors.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The proprietors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The proprietors advised on whole-school targets in order to make informed decisions Proper provision is in place for pupils with different abilities and needs, including children with SEND.

### **5.3. The Teaching Staff**

The teaching staff are responsible for:

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps

Class teachers provide support and advice for colleagues and monitor the progress of pupils in their class.

### **5.4. All staff**

All staff will:

- Will maintain high expectations for our pupils and themselves
- Be role models to our pupils including, reading, learning and high aspirations for pupils and themselves
- Make positive contributions to the whole-school Internal Team Around the Child (ITAC) approach
- Ensure pupils are supported to express themselves appropriately socially and emotionally
- Ensure pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Ensure pupil achievements are celebrated and positivity is promoted in all aspects of school life.

## **6. Implementation**

### **6.1. Curriculum Delivery**

We have small class sizes of up to 5 pupils with a high staff to pupil ratio, which supports the effective implementation of the curriculum. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of our existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Interventions and Social Activity time have all been included in our curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress throughout Key Stage 3 and 4.

Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. They are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs.

A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Real-world and functional activities
- Interactive activities and games
- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

At Bow Street School we give particular emphasis in our curriculum to the development of:

- Communication and Interaction Skills
- Cognition and Learning Skills, including Literacy, Numeracy and ICT skills
- Social, Emotional and Mental Health skills, including PSHE and RSE (Relationships and Sex Education)
- Sensory and Physical Skills including Sport and Fitness, Swimming, Therapies (therapeutic dog), using the community and Life skills/ Foodwise and Roadwise.

- Self-care Independence skills– Adulthood and transition into post-16.

We strengthen our curriculum by engaging specialist professionals such as Speech and Language, Independent Educational Psychologists, Relate relationship counselling, School Nurse Team, Independent careers advisors and the NSPCC.

We continuously evaluate and assess our pupils to ensure that all their needs are met using a variety of internal and external agencies. We are committed to providing the best possible learning opportunities to all our pupils.

## **7. Personalised Learning and Inclusion**

We adapt the curriculum for individual learners according to their needs. We recognise pupils' strengths, needs and interests and build on these to promote achievement and success. We identify our pupils' needs through the Annual Review process and plan and adapt provision and learning opportunities to meet these needs.

We take in to account a variety of different backgrounds and factors which may impact on their learning, these may include pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with English as an additional language (EAL).

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills.

All children learn best from firsthand experience. To develop a full understanding of a concept a child must have relevant, practical learning experiences in different situations. We strive to provide opportunities to practice and apply learning in many contexts.

## **8. Planning**

In planning the curriculum and putting this policy into practice, Bow Street School aims to ensure that:

- Lessons are challenging and have pace, rigour and direction for each of the students.
- A range of relevant teaching styles are employed to ensure that we meet pupil's individual needs.
- On-going assessment informs planning.
- Children's learning progresses smoothly through the school and prepares them for life beyond school.

It is the teacher's role within the school, through implementing the school's curriculum policies and practices, to ensure that they provide a variety of relevant experiences for children in the classroom that serve to develop knowledge, skills and understanding and enable children to value themselves as learners.

### **8.1. Key Stage 3 (Year 7-9)**

Pupils at KS3 are taught, for most subjects, in their own dedicated classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils visit specialist teaching rooms as appropriate to the subject e.g. kitchen for Food Technology.

Pupils access:

English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Outdoor Learning, Modern Foreign Languages, Personal Development and Enrichment.

### **8.2. Key Stage 4 (Years 10-11)**

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of:

English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Employability, Personal Development and Enrichment.

Key Stage 4 also complete specific ASDAN awards such as careers planning, money management, Foodwise, Living Independently, and Roadwise these promote independence and life skills.

There is also the option to access alternative provisions offsite and specialist teachers to support specialist interest/ skill areas.

### **8.3. Reading**

At Bow Street, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as 'a reader'. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil's individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models and our class texts.

### **8.4. Physical Education**

All pupils access PE lessons at Bow Street with physical well-being being seen as a priority. Lessons mostly take place in the outdoor area but some also take place off-site e.g. swimming. PE is offered as a part of the ASDAN curriculum.

### **8.5. PSHE, Citizenship and Careers Education**

All pupils access PSHE at Bow Street this covers three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus in both Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

All Key stage 4 pupils complete the Morrisby Careers program which is designed to inform pupils about careers planning and identifies qualifications and pathways for their career choices. This promotes transition to adulthood and independence and allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

### **8.6. Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Bow Street School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

## **9. Assessment, Record Keeping and Accreditation**

Across the school, BKSB assessments are used to record students' working levels and progress made. These assessments are completed every six weeks, the aims of the assessments are to highlight strengths, weakness and progress and prepare students for examinations. Bow Street school also use teacher assessments, which are completed within the classroom environment to evaluate understanding of the topic. Teacher assessments could include quizzes, written pieces, verbal questioning and feedback and marking.

Our functional skills curriculum offers flexibility with regards to when examinations take place. Pupils have the opportunity to sit exams more regularly throughout the years 9,

10 and 11. This enables young people the opportunity to reach their full potential without the pressures of completing all examinations within their final year.

Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining the records in good order

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents as part of the Annual Review process and an end of year report and assessments are sent to parents at the end of the year. If parents request additional assessment data this can be provided at any time during the academic year. In addition, Parents Meetings are held annually. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

All students are assessed and can gain a range of accreditation from Entry Levels through to GCSE's. Which could include:

- Functional Skills accreditation English Pearson (Entry Level 1 to Level 2- GCSE equivalent to a 4)
- Functional Skills accreditation Mathematics Pearson (Entry Level 1 to Level 2 GCSE equivalent to a 4)
- Functional Skills accreditation ICT Pearson (Entry Level 1 to Level 2- GCSE equivalent to a 4)
- GCSE English Language AQA
- GCSE English Literature AQA
- GCSE Mathematics Pearson
- Relationships and Sex Education (RSE) ASDAN Award
- ASDAN English Award
- ASDAN Mathematics Award
- ASDAN Science Award
- ASDAN Computing Award
- ASDAN Citizenship Award
- ASDAN Beliefs and Values Award
- ASDAN PSHE Award
- ASDAN Sports and Fitness Award
- ASDAN Foodwise Award
- ASDAN Careers Planning Award
- ASDAN Living Independently Award
- ASDAN Roadwise Award
- ASDAN Animal care Award
- ASDAN Gardening Award

## **10. Monitoring arrangements**

Headteacher and Proprietors will monitor the way the curriculum is taught throughout the school by:

- Teacher Assessments
- Learning walks

- Lesson observation
- BKS B Assessments
- Planning and Marking
- Mock examinations
- Book scrutiny

Headteacher will also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and proprietors. At every review, the policy will be shared with the staff team.