

# RED ROSE SCHOOL – CURRICULUM AIMS

Sec3 Chapter

# 1

Updated: January 2021

## Our Hidden Curriculum

- ✓ To develop awareness within each individual that they are unique, special and have strengths and talents which should be developed and nurtured to prepare them for the future.
- ✓ To develop awareness in our pupils of their difficulties and strategies to overcome problems which may occur in the future.
- ✓ To encourage an atmosphere of mutual support where pupils are sympathetic to each other and stronger through the unity of the group.
- ✓ To help our pupils develop an appetite for learning which will remain with them when they leave.
- ✓ To develop independence

WHOLE SCHOOL –  
ALL SUBJECTS

PSHE  
CURRICULUM

**Ethos**



RELATIONSHIPS, RELATIONSHIPS, RELATIONSHIPS  
...THE KEY TO SUCCESS

## OUR VALUES

These are the main values of our school, which underpin our curriculum:

- ✓ We value pupil's uniqueness, listen to the views of individual pupil and promote respect for diverse cultures
- ✓ We value the spiritual, moral and personal development of each person, as well as their intellectual and physical growth
- ✓ We value the importance of each person in our community, and organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- ✓ We value the rights and equal opportunities enjoyed by each person in our society
- ✓ We respect each pupil in our school for who they are and treat them with respect, fairness and honesty.
- ✓ We seek to enable each person to be successful and we provide equal opportunities for all our pupils.
- ✓ We value the importance of our pupils learning about and understanding different religions and cultures
- ✓ We value our environment and teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations
- ✓ We aim to foster creativity in our pupil, and to help them become independent learners
- ✓ Above all we believe in making learning fun.



## INTRODUCTION

Prior to placement in the Red Rose School, pupils have failed to thrive within the mainstream setting or are unsuited to the mainstream environment. In many cases, even with additional SEN resources, pupils have not been able to access the mainstream curriculum and, consequently, not received a broad and balanced education.

Many pupils have had emotionally damaging experiences with formal testing, some arriving with a fear of all test situations. Therefore, we have created a robust non-threatening specialised curriculum and performance evaluation and monitoring system to ensure that progress can be proven.

## AIMS & PRIORITIES

We are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide.

This means that we work to ensure:

- ✓ the curriculum is balanced, broadly based with two mutually interdependent and reinforcing aims:
  - ✓ provide opportunities for all pupils to learn and to achieve
  - ✓ promote pupils' spiritual, moral, social, personal and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- ✓ appropriate levels of expectation and genuine challenge and relevance, continuity and progression in learning.
- ✓ that all pupils are engaged in their learning, motivated and enabled to succeed.
- ✓ to provide a broad and balanced specialised curriculum meeting the needs of the individual pupil.
- ✓ continuous building of self-esteem and the ability to learn autonomously.
- ✓ high expectations.
- ✓ to measure and show continuous progress in academic achievement and personal and social development, ensuring that each pupil develops a true understanding of his/her potential and embraces the coping strategies to overcome his/her difficulties.
- ✓ where appropriate, to improve each pupil's motor control difficulties.
- ✓ for pupils with Education, Health and Care Plans (EHCP), to meet the EHCP outcomes.



In addition, the aims of the curriculum are to enable pupils to develop:

- ✓ a sense of enquiry, the ability to question, solve problems and argue rationally
- ✓ a willingness to apply themselves and an aptitude for learning
- ✓ knowledge and skills relevant to adult life and employment in a changing world
- ✓ literacy, numeracy and competence in the use of information technology
- ✓ their creativity, critical awareness, empathy and sensitivity
- ✓ a recognition of their own and others' achievements, in school and beyond



- ✓ self-esteem, self-worth and self-confidence
- ✓ the skills of working as an individual and as a member of a group or team
- ✓ appropriate moral and spiritual values and tolerance of others, to value each individual and to learn to live together in an atmosphere of mutual respect; distinguish right from wrong; understand the importance of truth and fairness
- ✓ an awareness of the pupil's place in the community and equal opportunities for service to each other and to the community enabling them to be positive citizens in society
- ✓ an understanding of world religions and cultures
- ✓ an understanding Britain's cultural heritage

## WHAT WE EXPECT FROM OUR STAFF



The above factors are the pieces of the jigsaw that combine to produce an excellent lesson - the X factor Lesson.

Throughout the curriculum we expect our teachers to aspire to this standard.

In particular, Staff are expected actively to promote and seek to secure the curriculum aims and, in particular to

- ✓ have high expectations of pupils.
- ✓ employ a variety of appropriate teaching and learning methods.
- ✓ ensure that, wherever possible, pupils are found means of access to the curriculum and given opportunities to succeed.
- ✓ deliver programmes of study which build upon pupils' previous experiences, providing progression and continuity, and which conform to the requirements of the national curriculum.
- ✓ provide work which meets their pupils' needs and aspirations, which offers depth and challenge, and which motivates and inspires them.
- ✓ involve the learner in the process of learning, by discussing work, giving regular feedback through assessment and marking, negotiating targets and encouraging pupils to evaluate their own achievements (**see Annex A**).
- ✓ develop pupils' skills to become independent learners.
- ✓ encourage, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- ✓ work in partnership with other staff, parents/carers and the wider community to achieve shared goals.
- ✓ keep parents/carers regularly and fully informed about the progress and achievements of their sons and daughters.

## Positive about Pupil Participation

### First principles of pupil participation

**'I've stopped thinking of pupil participation as an extra – it's built into the way the school works.'**

### Good relationships are the starting point

Pupil participation involves pupil-to-pupil, practitioner-to-pupil, practitioner-to-practitioner and whole school communication. Effective practice relies on trusting and enabling relationships within a common framework of a 'Culture of Honour'.

#### Culture of Honour

- You can be You and I can be me
- No fear or anxiety
- Chilled to learn through doing
- ....including making mistakes

Adults role-model positive relationships and pupils are treated with respect at all times, just as it is expected that they will show respect to others in turn.

### Develop the personal skills of pupils

Successful approaches seek to empower all individual pupils to take responsibility for their own learning and personal decisions, as well as providing inclusive opportunities for participation in school decision-making.

### Build from pupils' strengths

Pupils of all ages and abilities can be sources of ideas and positive contributions to their peers, school and community.

Pupils often have valuable insights into school life and their own needs and circumstances. Pupil feedback is a useful 'health check' for school policies and practice. Where pupils face specific challenges or personal difficulties, they are often best placed to identify solutions if given the space and support to do so.

## **Pupil participation is learning**

By being involved in school life and decision-making, pupils can develop their confidence, self-knowledge, emotional intelligence, problem-solving and social skills. Use of environmental and/or community projects to promote learning for citizenship - encouraging pupils to reflect critically on their own opinions, respect 'difference' and understand their rights and responsibilities.

School staff may reflect on how they engage with and give children and young people choices every day, including as part of learning and teaching - participative practice is an attitude and an approach, rather than a single initiative. It works best where it moves forward on a whole school basis, taking account of staff views.

## **Pupil participation is preparation for transition**

The skills that children and young people can grow through participation are those that will help them to get on in life as they make the transition to adulthood.

Transition presents significant challenges and anxieties, especially for more vulnerable pupils. However, it can also present opportunities - for a fresh start, new interests and new relationships, as well as the chance to develop openness to change and the adaptability that can be vital to coping well in adult life.

### **Do you ...**

- listen to pupils' concerns?
- help pupils to reflect on their personal goals?
- help pupils to arrive at solutions when they experience difficulties?
- support pupils to communicate what they want, need, feel or think to others?
- give pupils choices about their learning
- ask pupils how they feel about new developments in school?
- negotiate to enable pupils to take part in community-based projects or volunteering?
- support a group of pupils to lead a project?
- provide opportunities to learn and practice social, communication and negotiation skills
- use personal learning planning as a basis for dialogue with individual pupils, involving them in setting their own targets and appraising their own progress
- give structured support to pupils to enable them to contribute their views to a school review or case conference, or to other decisions affecting their lives

### **Do you involve pupils in peer support by:**

- using circle time
- invite pupils to act as play leaders or playground monitors



- establish buddying, befriending, peer counselling or mentoring schemes
- support a Circle of Friends approach
- encourage pupils to communicate their thoughts and feelings and to solve their difficulties through restorative approaches (including peer mediation or conflict resolution)
- draw on peer support to aid transition for new pupils
- develop peer tutoring (e.g. paired reading), or peer education approaches

#### **Do we...encourage...**

- use suggestion boxes and notice boards to gather, share and report on progress in meeting pupils' aspirations for their school
- talking and listening on an everyday basis - building in time to systematically record and reflect on the pupil concerns that are picked up by staff through informal contact
- using school assembly to reward or reflect on what pupils have achieved through participation
- conducting consultation with pupils or supporting them to consult with their peers
- engaging pupils in developing the school website or newsletter
- supporting pupil-led projects
- establishing or supporting environmental or enterprise projects
- setting up a pupil council or supporting community decision-making structures and opportunities
- involving pupils on the school discipline committee or in reviewing discipline or anti-bullying policies
- supporting pupils to volunteer in the community
- using social action or community development approaches
- collaborating with other organisations to enable pupils to participate in authority, national or international citizenship projects

#### **How we think about participation**

- We see that pupil participation is as much about doing things differently as it is about doing new things - we recognise the importance of small shifts in how we communicate with pupils.
- We support pupil participation in schools from the top down, and we give the space for bottom-up innovation by encouraging the creativity of both pupils and staff.
- We recognise the importance of how we engage with and give pupils choices every day, including as part of learning and teaching.