

RED ROSE SCHOOL

CURRICULUM AIMS

UPDATED: MAY 2026

Section 3 Chapter

1

Our Hidden Curriculum

- To encourage each pupil to be aware of and to celebrate their uniqueness and special qualities, while nurturing their strengths and talents for future growth.
- 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 through further education and beyond.
- To develop independence.

WHOLE SCHOOL – ALL SUBJECTS

Encouraging students to be...
with the support of our:

School Ethos and PSHE Curriculum

self-managers

reflective
learners

creative
thinkers

team
players

effective
participants

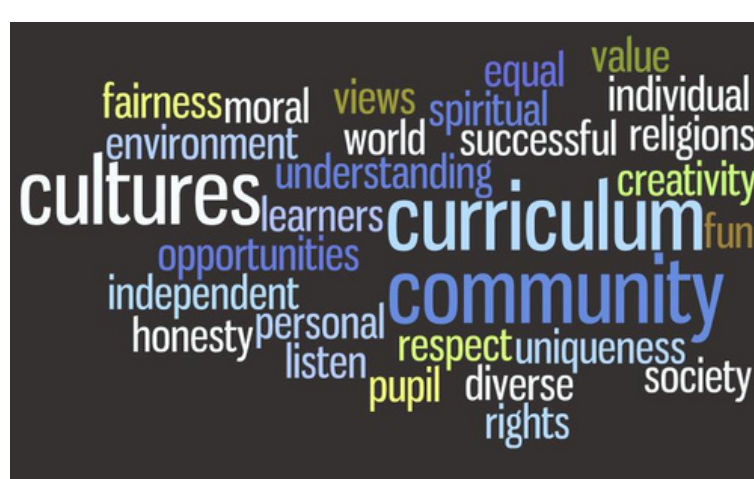
independent
enquirers

“ The secret to success lies in building strong relationships. ”

OUR VALUES

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

- We value pupil's individuality, actively listen to their perspectives and promote respect for a variety of cultures.
- We prioritize the spiritual, moral, and personal development of every individual, alongside their intellectual and physical growth.
- We recognize the significance of every individual within our community, organizing our curriculum to foster inclusion, cooperation, and understanding among all members.
- We uphold the rights and equal opportunities that every person in our society deserves.
- We honour each student in our school for who they are, treating them with respect, fairness, and honesty.
- We strive to empower each individual to succeed, providing equal opportunities for all our pupils.
- We emphasize the importance of our students learning about and appreciating diverse religions and cultures.
- We cherish our environment and teach our students, through our curriculum, the importance of caring for the world, not only for ourselves but also for future generations.
- We aim to nurture creativity in our students and support them in becoming independent learners.
- Above all, we believe in making learning an enjoyable experience.



INTRODUCTION

Prior to enrolling at Red Rose School, students frequently have faced challenges in mainstream educational environments or discover that these settings do not cater to their individual needs. Despite the availability of additional Special Educational Needs (SEN) resources, many have struggled to engage with the mainstream curriculum, leading to an incomplete educational experience.

Many pupils have gone through emotionally challenging situations related to formal assessments, with some arriving with a deep-seated fear of testing. To tackle this issue, we have created a thorough, non-threatening specialised curriculum alongside a more comprehensive performance evaluation and monitoring system that effectively showcases their progress.

AIMS & PRIORITIES

We firmly believe that every student, irrespective of their ability, race, cultural background, or gender, deserves access to the highest quality of education we can offer.

This commitment drives us to create a curriculum that is both balanced and broadly based, with these interdependent and reinforcing aims:



- to provide opportunities for all pupils to learn and to achieve.
- to promote pupils' spiritual, moral, social, personal and cultural development.
- to prepare all pupils for the opportunities, responsibilities and experiences of life.
- to set appropriate levels of expectation and genuine challenge and relevance, continuity and progression in learning.
- to ensure 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.
- to support continuous building of self-esteem and the ability to learn autonomously.
- to promote 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 their potential and embraces the coping strategies to overcome their 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

- planning & preparation
- to be inspirational
- to inspire enjoyment in learning
- to be motivated & motivational
- differentiation of curriculum
- to have achievable expectations
- to provide multi-sensory learning
- to promote good behaviour
- to help students succeed
- to give feedback



We believe that the above factors combined, produce an excellent learning environment.

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

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 child.

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 yourself, and I can be myself.
- There is no fear or anxiety present.
- A relaxed environment encourages learning through experience, including making mistakes.

Adults model positive relationships and ensure pupils are always treated with respect. In return, students are expected to show respect to others.

Fostering the Personal Skills of Pupils

Effective strategies aim to empower each pupil to take charge of their own learning and personal choices. Additionally, they provide inclusive opportunities for pupils to engage in decision-making within the school environment.

Harnessing Pupils' Strengths

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

Pupils often possess insightful perspectives on school life, as well as their own needs and situations. Gathering student feedback serves as an effective 'health check' for school policies and practices. When pupils encounter specific challenges or personal difficulties, they are often in the best position to identify solutions, provided they are given the necessary space and support.

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 the min 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:

- utilising circle time?
- inviting pupils to take on roles as play leaders or playground monitors?
- establishing buddy systems, befriending initiatives, peer counselling, or mentoring programmes?
- supporting a Circle of Friends approach?
- encouraging students to express their thoughts and feelings while resolving challenges through restorative methods (such as peer mediation or conflict resolution)?
- relying on peer support to assist new students during their transition?
- developing peer tutoring initiatives (e.g., paired reading) or peer education strategies?

Do we encourage...

- **utilising suggestion boxes and notice boards** to collaboratively share and report on progress towards fulfilling pupils' aspirations for their school.
- **engaging in daily conversations** to build rapport, while systematically recording and reflecting on pupil concerns that arise from informal interactions with staff.
- **using school assemblies** to celebrate and reflect on pupil achievements through their participation.
- **consultations with pupils** or assist them in gathering feedback from their peers.
- **involving pupils in the development** of the school website or newsletter.
- **the support of pupil-led projects** to empower their initiatives.
- **establishing or assisting with environmental or enterprise projects** that encourage pupil involvement.
- **the creation of a pupil council** or facilitate community decision-making processes.
- **the provision of structures and opportunities** for pupil engagement.
- **inclusion of pupils on the school discipline committee** or in the review of discipline and anti-bullying policies.
- **pupils to volunteer** within the community.
- **adopting social action or community development approaches** to foster civic engagement.
- **collaborations with other organisations** to enable pupils to participate in local, national, or international citizenship projects.

How we think about participation

- We understand that pupil participation involves both doing things differently and embracing new approaches, highlighting the significance of small adjustments in our communication with pupils.
- We promote pupil participation in school by fostering a top-down support system while also encouraging bottom-up innovation, empowering the creativity of both pupils and staff.
- We acknowledge the importance of engaging with pupils and offering them choices daily, particularly within the context of learning and teaching.