

Serenity School

Curriculum Plan

We specialise in academic and therapeutic methods to motivate SEMH students who struggle to engage with mainstream school. We also excel in re-engaging students who for some reason have become a school non-attender, or home tuition. Our curriculum offer will both motivate and inspire new confidence and great a sense of belonging within a special school setting.

Serenity School Curriculum

Our curriculum is individualised, creative, innovative and flexible allowing for the needs of each pupil to be met. It aims to promote the social, moral, spiritual and cultural development of the pupils as well as their intellectual and physical development. It has been designed to weave the Independent Schools Standards together and in doing so offers a curriculum that develops the whole child.

Our schools are committed to providing a broad and balanced curriculum for those pupils of compulsory school age. This is blended with opportunities for pupils to develop functional skills, independence skills and skills for working life as appropriate in line with the Independent Schools Curriculum core themes. Some subjects are taught discretely while others are covered via a creative curriculum approach.

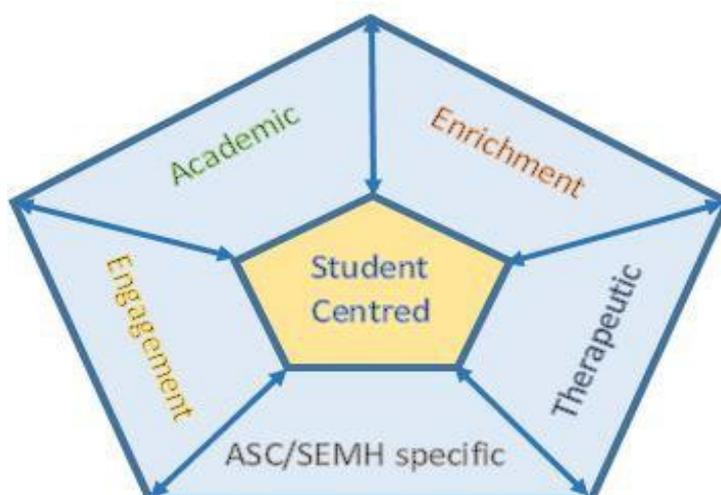
Throughout learning and teaching we offer a five-part curriculum model that consists of the following:

- Academic;
- Therapeutic;
- Enhanced Enrichment;
- Engagement and;
- SEMH/ASC-specific elements.

Through this combination, we deliver highly-personalised learning programmes which meet the specific needs of each pupil.

Our curriculum has been developed and implemented in line with three strategic statements: the Independent School Standards; Every Child Matters; and Removing Barriers to Achievement – The Government's Strategy for SEN.

Socio-Educational Model



Adapted and Differentiated

Meeting the needs of pupils within a richly imaginative, creative, exciting, inspiring, challenging, fun & dynamic curriculum

Formal Curriculum

Academic Including Vocational Curriculum

We have very high expectations of our pupils and as such our schools offer a wide range of nationally accredited courses including GCSEs, Entry Levels, and Functional Skills in Literacy and Numeracy. AQA awards, CMI L2, City and Guilds, ECDL, PIXL Edge, Food Hygiene, and First Aid. In doing so our learners achieve national qualifications at the end of Year 9 and Year 11.

Enhanced Curriculum

Creative & Nurture Curriculum –

Our pupils benefit from participating in a variety of activities designed to enrich and enhance the school experience. Our enhanced Curriculum is intrinsically linked to elements of social, moral, spiritual and cultural (SMSC) education as well as Community Cohesion, Britishness, Public institutions and Every Child Matters. The added element of our enhanced curriculum is the school's aim to nurture the often-hidden talents of each pupil. The enhanced curriculum responds to the interests and aspirations expressed by our pupils and include charitable endeavours and community-based service as well as daily afternoon programmes to develop social and emotional enhancement such as Sports Leaders Award and Duke of Edinburgh.

Furthermore, nurture work focuses on raising self- esteem and reducing anxieties within a calm and low-stress environment. Strategies used for individuals and small groups include 'Volcano in my Tummy' for anger management, 'Drawing Therapy' for anxiety and 'Special Person' books for raising self- esteem.

ASC/SEMH Specific

By addressing individual needs in relation to a pupil having an ASC or a SEMH issue, we create learning environments and take informed approaches to ensure the development of each pupil's capacity to learn. Although we offer core subjects within each of our services, we also can adapt our curriculum to cater for the needs and interests of our pupils to ensure they are engaged and excited to learn and this can be unique learning experiences availing of AP settings such as Fire and Rescue, Animal Care Centres and Landscaping Providers to name but a few.

Engagement Curriculum

Some of our pupils may require individualised support to enable them to flourish in full time education. This engagement support is delivered through our school teams internally.

Therapeutic Curriculum

We underpin our academic offer with a wide range of therapeutic interventions including CBT, REBT, speech and language therapy, drama therapy, art therapy, nurture group, SEAL Group, counselling for pupils, and an experience of music. Our therapeutic provision is managed, supported, and quality assured by our lead clinical psychologist.

Our Curriculum

The curriculum at our school is complex, however despite its complex structure; our curriculum ensures that all our pupils have the very best opportunities, as is appropriate to their age, ability and entitlement. We have high expectations – we believe that all pupils can achieve, and through our creative curriculum we ensure they have opportunities to achieve by promoting our core values of positive attitudes, supportive relationships and respect for everyone. Our curriculum is carefully planned and structured to enable all pupils to develop their personal characteristics, attitudes and values, to their fullest potential.

Our curriculum is based on:

- The National Curriculum
- A Creative Curriculum
- Accreditation at an appropriate level at Key Stage 3 and 4

We are totally committed to the development of our pupils, to offer them the best start to their formal education - an education that is rich in opportunities & experiences; one that positively influences & ensures lifelong learning, broadening the aspirations, values & opportunities for every child as they grow & develop with us through key stages of learning into adulthood and a chosen career pathway after their post 16 education.

The curriculum forms the basis for the learning & experiences our pupils enjoy during their time at school. To us, our school curriculum goes far beyond the required elements of the National Curriculum, its strategies & frameworks, & involves richly imaginative, creative, exciting, inspiring, challenging, fun & dynamic opportunities, with the development of communication skills at the core. As a specialist school for SEMH this enables teachers and therapists to work collaboratively - bringing the two disciplines together in new and innovative ways. This significantly impacts on their communication skills, pupil voice, and the development of personal autonomy promoting improved self-worth and stronger relationships built on mutual respect.

Our curriculum uses the national frameworks to ensure that every child has opportunities to develop the key learning steps defined within that documentation, but our curriculum provides a much more expansive approach to its delivery that ensures pupils receive experiences & opportunities to develop their knowledge, acquire new skills & attributes in ways that will guarantee that learning is relevant with respect to SEND needs. Our curriculum effectively promotes pupils' holistic development, enhances their self-esteem, & enables them to celebrate & feel pride in achievement gained from the acquisition of new skills, & a desire to succeed.

At Serenity School, we recognise that there are pupils of widely different abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the pupil. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks with a varying degree of challenge, some children not completing all tasks;
- Grouping children by ability and setting different tasks to each ability group;
- Providing resources of different complexity;
- Using Progress Partners to support the work of individual pupils or small groups.

Pupils of all abilities have the opportunity to develop their skills, knowledge and understanding, through planned progression throughout their school career, and by offering them an increasing challenge as they move up through each key stage.

We deliver a curriculum which provides:

- first-hand experiences
- practical activities
- creative opportunities
- pupil independence and choice
- opportunities to work in depth
- visits and visitors
- fun and enjoyment

Curriculum – Statutory Requirements from September 2014

As an independent special school, we work towards the principles of the National Curriculum and commit fully to offering a curriculum which is balanced and broadly based and which:

1. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
2. prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum however we do this in a local way that recognises the required personalization to ensure SEMH pupils excel at our school.

We aim to publish information in relation to each academic year, relating to the content of the school's curriculum for each subject and details about how additional information relating to the curriculum may be obtained and how we meet the Independent Schools Commission Education Standards.

Like all schools we make provision for personal, social, health and economic education (PSHE), drawing on good practice. This curriculum is also embedded across all subject SOL to reinforce SMSC and British Values

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The curriculum at Serenity School is designed to ensure it meets the needs of the individual child first and foremost and therefore students' timetable and curriculum offer will be be-spoke and differentiated across the school community.

Please refer to Appendix 1 – How we meet the Independent Schools Commission curriculum criteria

Curriculum overview to support SEMH/ASC pupils

The Curriculum applies the new National Curriculum, reflecting statutory content, though is applied as a local curriculum that is a relevant curriculum for our learners.

The Curriculum:

- Is a balanced curriculum
- Has clear foci
- Supports the continuity of learning throughout the day/ week/month/ term/ year
- Addresses skills teaching and knowledge development as integral to its success
- Ensures functional skills teaching supports pupils' application of theory to practical situations
- Has reduced unnecessary transitions between lessons and staff

Curriculum Foci

We have adapted our curriculum to ensure the children's needs are met, the parents' desires are adhered to and we ensure our children obtain the skills and abilities industry requires. Our position is that *both* 'skills development' and 'knowledge' are essential and that our curriculum needs to be carefully planned to ensure that these are provided for our pupils to gain maximum benefit from their schooling at all of our schools.

Our provision has four prime foci:

Communication and Language Development

Personal and Social Development

Kinesthetic & Physical Development

Psychological and Emotional Health

Knowledge and Skills based Curriculum

The key to our frameworks success is linking and weaving these ideas together

Communication & Language Development		Personal & Social Development		Kinesthetic & Physical Development		Psychological & Emotional Health	
Speaking Skills	Listening Skills	Ethical Issues	Moral Issues	'Make'	Interact	Emotional awareness	Outward projection
Read	Wisdom	Human Behaviours	Know about our Body	Learn By Doing	Sensory Needs Development	Learn to identify how I feel	Positive and negative feelings
Reflect	Writing	Emotions and feelings	Self-care	Anti-Bullying	Understand Procedures	Ability to recognise controlling behaviour	Learning to give rather than control
Use and Understand Maps	Nuance and Inference	Diet and Healthy Eating	Develop Personal Interests	Try New Things	Dramatic Performance	Focus on the here and now	Ability to concentrate on the task
Communicate Needs	Gaining help	Work with Others	Consequence – of actions, of how things work	Act on choices	Understand directions and follow them	Identifying early dangerous behaviour(s)	Making correct choices
Express needs	Present information	Entertain Self	Sex and Relationships	Cause and Effect	Spatial Awareness	Sensitive to others needs	Showing empathy
Socialise	Talk for pleasure	Conduct Self	Etiquette	Learn How things Work	Protect Self and Others	Learning to like self	Being happy and content
Respond to Information	Respond to Requests	Turn-Taking	Queuing	Design	Cook and Prepare Foods	Building lasting relationships	Making a difference to others
Thinking - New Concepts/ Ideas/ Situations	Develop Working Memory	Planning Ahead	Hygiene and Presentation of Self	Exercise	Occupational therapy		
Understand Purpose	Dialect and Accent	Making Choices	Protect self	Physical Exercise			
Sharing	Thinking Skills	Protect the Environment	Hobbies and Interests				
Question skills	Understand Idioms, Phrases and Colloquialism	Budget and Finance	Learn daily skills and routines				

Four specific areas of knowledge and skills strengthen the four prime foci:

1. Literacy
2. Numeracy
3. Understanding Our World and our place within
4. Expressive Arts and Design

Literacy	Numeracy	Understanding Our World	Expressive Arts and Design
Reading	Number	Geography	Visual Art
Writing	IT	History	Drama
Functional Skills	Shape	Local Issues	Design
Academic Skills	Measure	Morals and Religious	Role-play
Language	Budgeting	Studies	IT
Communication Skills	Mathematical Concepts	Ecological Issues	Creative Experimentation
Applying Language	Mathematical Strategies	Sense of Community	Making Personal Choices
Foreign Languages	Problem Solving	Global Issues	Critical Appreciation of others' works
	Calculation	Travel Training	
IT	Time	Weather	Communicating Emotion and Feeling Through Different Media
Visual Literacy		Sport	
Authorship	Finance	IT	Appreciating Music
Understanding Theory and Related Practice	Application of Number	Politics	
		Workplace	
		Citizenship	Producing Music Through a Range of Instruments and Tech
		Science	
		How Things Work	Watching, Commenting and Taking Part in Performances

To enable our school to deliver a meaningful curriculum to our pupils the Classes in Years 7 -11, pupils are grouped flexibly. This organisation allows pupils to work with a range of other pupils, students & adults, and thereby to develop their interpersonal skills. In addition to building on the main features of the primary curriculum, an age-appropriate curriculum is offered through which pupils can continue to learn new skills whilst maintaining & generalising existing ones. This achieved through the topic outlined above and this hidden curriculum is an expectation in most lessons and all schemes of learning.

Our mission aims of a safe and assured learning environment that all pupils can realise their full potential.

The following features are included:

- Emphasis on the development & application of literacy & numeracy skills in a range of practical, real life situations & further opportunities to be out in the community e.g. shopping, cooking, leisure activities

- Options for some achievements in Literacy & Numeracy to be accredited through Functional Skills
- Exciting cross-curricular Topics, draw from the key stage rolling programmes
- Wide use of ICT across the curriculum
- A well-developed PSHE curriculum through which issues such as relationships, advocacy, safety of self and citizenship are addressed.
- Work-related learning opportunities within the school and WEX within the community
- Options for more achievements across National Curriculum subjects to be accredited via recognised bodies such as CMI Leadership Award and ECDL.

How we enhance the Curriculum offer;

Subject Skills and Thematic Learning

Some of the ways that learning is organised in our schools are in many ways different to other schools in that we seek to achieve a balance between teaching basic skills, subjects and thematic learning. We aim to achieve this in many ways;

- Our curriculum is carefully planned as a **mix of integrated and discrete elements**. Where possible we use themes to enhance learning but recognise that this is not always appropriate for all aspects of the curriculum.
- We plan for **progression in all subjects** to ensure challenge. We also agree on ways to extend and deepen learning through topics and themes in long term planning.
- Everything is **interlinked**. Subject specific language, ideas and skills are taught and a cross- curricular approach is used, especially when this makes learning more meaningful.
- To ensure progression we have essential skills of literacy and numeracy **mapped across the curriculum**. The skills map is constantly revisited. We have termly curriculum days to monitor.
- All literacy is linked with **thematic work alongside** reading workshops. We carefully map literacy and numeracy skills across the whole curriculum. We also have themed weeks, such as climate week. There is a toolkit with advice on how to plan these weeks so that they have real rigour.
- We really **emphasise the basics** as a strong foundation. We then build a **rich curriculum** on top of this. For example, we may have an art day or week where we train teachers to focus on skills, such as observational sketching, and this leads to high quality work and displays.
- We adjust the **balance** between a focus on basic skills and other subjects to meet the needs of children if we feel gaps need filling.
- Our medium-term plan identifies the skills and knowledge and how they are targeted at different groups. **Teachers always know where their children are** with regard to what they know, can do and understand. They use this knowledge to plan next steps.

Our many different approaches taken to using TIME creatively and effectively to deliver an outstanding curriculum

- We use time **flexibly** and **creatively** to suit our learning intentions and maximise learning. This includes a mix of traditional lessons, integrated days and themed weeks, such as Book week. Whatever we feel drives learning best!
- We have a fixed timetable for our **specialist rooms** and spaces. Teachers review their use of time as a response to feedback from pupils. We are receptive, modifying what we do to best meet their needs.
- We punctuate our timetable with the use of **immersion days** for specific curriculum areas. Children enjoy digging deeper into subjects and topics for full days to deepen learning and to apply skills purposefully. These days are also used to assist transition to secondary school.
- We have created a **culture** of using time wisely and productively. We use phrases such as ‘making every second count’ or ‘60-minute lesson = 60 minutes learning’. In classrooms, we also encourage independence, for example, children know to go straight to the ‘daily task’.
- We **block topics** across the year to make the most of planning time, resources and expertise. For example, Autumn is more humanities based with an emphasis on geography and history across the curriculum. In spring our key themes are science and technology based. This is linked to a skills map to show how children are making progress throughout the year.
- We build in explicit **reflection** time at the end of the day. Children reflect on their days learning and talk about what and how they have been learning. We organise deep learning days to make learning to learn skills sessions explicit to children.
- **Flexibility** is the key. Within our overall timetable, we build in time for themed weeks, subject weeks, such as Creative Arts Week. We also have blocked units of study in DT and Art. We have the freedom to organise the day as appropriate but there is an entitlement to daily reading, handwriting and story.

Making the most of People and Places

- This section illustrates some of the many ways **people** and **places** are used to enhance learning opportunities at our schools.
- Art galleries, theatres, museums, local areas, parks, e-learning centres and sport venues are all regarded as part of our **school’s learning space**.
- Inspiring guest speakers visit the school to **enhance learning** in our topics. We make good use of contrasting locations to develop learning in a variety of subjects as well as PSHE.
- We use **external expertise** to add to our in-school specialisms. For example, we make use of the range of local expertise within vocational subjects to motivate and inspire, focusing on a ‘Can Do Attitude’.
- We make an **audit of the skills of the community** and use them to help support learning across the curriculum.
- We develop life and entrepreneurial skills by having strong links to **business and enterprise**, involving parents, trade leaders as well as teachers.

- We have **parent's courses** during the school week. At times parents and children can learn together.
- **Older children** support learning of younger pupils. We use, for example student learning mentors to support with literacy and numeracy.
- We work in **partnership** with other schools to share expertise.
- **Learning outside the classroom** is an important feature in our curriculum. We have activities called trailblazers, outdoor classrooms and other learning environments.
- We believe in **rich first hand experiences**. We take our pupils on residential trips, including destinations. Year 11 take a three-day residential excursion and achieve CMI L2 Leadership, a GCSE equivalency.
- We have been **creative with space** by, for example, creating quiet corners for learning. We feel this has had a positive impact on reading, literacy standards and independent learning”
- We try to make our **displays interactive**, using technology and other activity based approaches.
- We make sure that every topic is launched with a **stimulating event**, involving artists, actors or other experts, to excite and inspire children. We seek to conclude the theme with a memorable performance, exhibition or purposeful activity.
- We adapt the curriculum to respond to **current events** and things happening nationally and locally. In the past, we have used events such as the Jubilee and the Olympics to **connect learning to life** beyond the school.

Technology enabled Learning

Some of the many ways **technology** is being used to enhance learning;

- We use technology to present, share and reflect on our learning. We make use of class pages on our virtual learning environment. Pupils have a blog and contribute to a school magazine. Technology is integrated in all classrooms.
- Our children use technology to complete their own learning journals to record, enhance and improve their learning. Each class has a blog and children use this to share their learning. It gives them an audience and a purpose. All our classrooms have at least 8 devices so that technology is always at hand to enhance learning and consolidate skills.”
- We have a principle of not using technology just for the sake of it. It is used in an integrated way to enhance and support learning as part of a wide range of approaches to learning. We make sure children understand how to stay safe online
- We encourage children to use authoring tools because we all learn from doing and making. In our school, we make films and presentations. For example, on this site you can see our pupils making class videos using various technology.

- We use technology to take learning beyond the classroom. For example, we have regular video links with enterprise projects.
- We use technology to support teacher professional development. For example, we video teachers in action across the teaching school alliance to support teaching and learning discussions.
- We use technology to support links with parents and reflection on learning. For example, foundation stage pupils take photos of their learning for discussion. Other children make presentations about their learning to share with families at Learning Review meetings. Our children write their own reports and upload photos for an electronic dialogue with their teacher. Such evidence can be seen on Doodle and Class DoJo.
- We use technology to support collaborative learning. Every classroom incorporates the use of technology so that all pupils have ready access to support their learning.

Technology and its use in our schools are therefore used for planned design of curriculum that will enhance the student experience by the following:

- Research skills
- Critical thinking
- Creativity
- Computational thinking and logical reasoning
- Communication and presentation skills
- Reflection, evaluation and improvement.

Children talking about their Curriculum

- One of the questions we ask regularly is, what do children think about their experience of learning?
- What do they enjoy?
- What could be better?
- What do they find really challenges them?
- How well do their teachers help them learn?

Using reflective thinking models such as De Bono 6 Thinking Hats we are look at our curriculum through the eyes of our students with the aim of giving us another perspective on what we might want to develop in our schools.

With a focus on these key principles of curriculum structure and design we can offer an exciting and unique curriculum that ultimately leads to better attendance across all key stages, motivated learners and improved outcomes.

Therapeutic Curriculum

Therapeutic Intervention Model to ensure Engagement and students Accessing Education

Meeting pupils' most basic physiological, safety and belonging needs, through intensive individual support, before pupils can move towards independent learning in groups is a core aim of Serenity School. Our pupils face multiple obstacles to engagement; this may include long- established treatment resistance to academic and clinical assessment which has prevented their underlying mental health needs from being identified.

Our Six Part Cycle

1. Engagement – we work 1-1 on understanding a pupil's interests, strengths and abilities to form a strong, functional relationship with the child.
2. Stabilisation - Our staff stabilise pupils and ensure attendance through our Transitional learning package pre enrolment and continues throughout the placement.
3. Assessment - Once a secure attachment has formed with their tutor and teachers, pupils are more willing to engage in formal assessment with our clinical team, exploring and validating the initial hypotheses. Our assessments include well- established and evidence-based tools.
4. Treatment Phase - Through the assessment phase, clarity has been brought to the complexity of co-morbid risks and needs. We recommend a bespoke treatment and monitoring package for the pupil and, where necessary, family members. Where the pupil is treatment resistant, work will initially centre on encouraging active participation.
5. Integration - We work carefully at each stage of the process to introduce pupils to working with another individual, and later in small groups. Confidence and self-esteem are developing and pupils are increasingly motivated to achieve. This is the stage where realistic prospects of successful transitions and outcomes emerge, towards a wider social cohesion and personal resilience. At this stage a curriculum and timetable is complete and outcomes set
6. Pathways - We work to ensure every pupil leaves our service with a level of relational and emotional stability, together with a lifelong enthusiasm for learning which allows them to function effectively in all social situations. Ultimately graduating with a minimum of 5 GCSE qualifications or equivalences.

Why our Socio-Educational Model works:

We offer a comprehensive clinical service, guided by our clinical psychologist and psychotherapists. We also work with more specialized practitioners such as behaviour analysts, speech and language therapists, occupational therapists and creative arts therapists.

Our integrated approach is drawn from relational and neurodevelopmental perspectives to meeting needs. We use therapists trained in cognitive- behavioural, systemic, psychodynamic and neurodevelopmental modalities tailored to the needs of each pupil and their family.

Socio- Education Model	Performance Outcomes
Academic	<ul style="list-style-type: none"> • SS Baccalaureate Award – 100% of Year 11 pupils achieving 5 GCSEs inc. M/E • 80% of pupils making substantial and sustained progress in year
SEND	<ul style="list-style-type: none"> • 100% of pupils making expected progress of EHCP targets
Engagement	<ul style="list-style-type: none"> • 90+% Attendance guaranteed • 0% NEET • 90% positive Destinations Report – 1 year later • 100% of pupils complete a minimum of 1 Character Education Programme
Enrichment	<ul style="list-style-type: none"> • 100% pupils completing bespoke curriculum offer • 100% of pupils completing a Leadership Qualification for improved self confidence • 100% of pupils accessing SMSC curriculum
Therapeutic – SEMH	<ul style="list-style-type: none"> • 100% of pupils improving their understanding of SEMH barriers using Social and Emotional Toolkit

Our **Socio-Education Model** develops the whole of the young person. We are totally committed to the **five core elements** so that learners leave us with the skills and qualifications to make a positive impact in society and within their families.

We expect the highest expectations from all of our staff, pupils and parents, so that our **performance outcomes** are delivered year in and year out. Our specialist team have the experience and skills to deliver the highest standards and expectations in special education. In doing so together we build future career pathways and improved social and emotional well-being moving forward into adult for all our learners.

Accreditation and Qualifications through our Curriculum Offer

Rationale and Aims:

Each student upon arrival at Serenity School will firstly undertake a period of assessment to baseline a range of socio-educational indicators that when analysed enables staff to design in collaboration with the pupil and family a personalised curriculum and timetable to make rapid and sustained progress.

This highly effective model delivers a minimum of 5 good GCSE qualifications and sustained improvements in SEMH for ALL our learners.

KS4: Students choose a **minimum of 2** from Pathway A & B, **minimum of 3** from Pathway C, and 1 from Pathway D over a 2 year KS4 GCSE Programme.

KS3: At Key Stage 3 there is a strong emphasis on **developing the students' literacy and numeracy skills** in order to allow them to access all areas of the curriculum.

	Pathway A (Core Subjects)	Pathway B (Vocational Subjects)	Pathway C (Life Skills)	Pathway D (Character Education)
KS4	<p>English:</p> <p>GCSE English Language – IGCSE Cambridge 0500</p> <p>GCSE English Literacy – AQA (More Able Programme)</p> <p>Functional Skills – Level EL3, 1 & 2</p> <p>Reading – Standardised score 90> or better ALL students</p> <hr/> <p>Math:</p> <p>GCSE Edexcel</p> <p>GCSE Statistics</p> <p>Functional Skills – Level EL3, 1 & 2</p> <p>Numeracy – Standardised score 85> or better ALL students</p>	<p>Art – NCFE Level 1 & 2 (Therapeutic)</p> <p>Construction – City & Guilds 6219 Level 1 & 2 (College)</p> <p>Food Technology – City & Guilds Levels 2 & 3</p> <p>Music Technology - NCFE Level 1 & 2 (College)</p> <p>Applied Science - Gateway Qualifications EL/L1/L2</p>	<p>CMI Level 2 – Leadership and Team</p> <p>ECDL Microsoft Qualification – Level 1 & 2</p> <p>IFS Level 1 & 2</p> <p>GCSE AQA Citizenship</p> <p>CSCS Card – Trade specific</p> <p>Employability Programme – AQA Life Skills</p> <p>Teen Star – Emotional Literacy Programme (Compulsory)</p>	<p>PIXL Edge Qualifications</p> <p>Sports Leaders Award</p> <p>Duke of Edinburgh</p>
KS3	<p>Math & English Functional Skills EL3 & L1</p> <p>Humanities</p> <p>Science via Forest School</p>	<p>Art – NCFE EL/L1</p> <p>Food Technology – NCFE Level 1</p> <p>Music Technology NCFE Level 1</p>	<p>Teen Star – Emotional Literacy Programme (Compulsory)</p> <p>AQA PSHE Entry Level Awards</p>	<p>PIXL Edge Qualifications</p> <p>Sports Leaders Award</p> <p>Duke of Edinburgh</p>

For all our students the purpose of the bespoke timetable and accreditation routes offered aims to:

- Recognise students' aspirations
- Identify the appropriate curriculum route which supports individual learning needs
- Provide a curriculum which fully considers destination planning and the relevance of accreditation being undertaken
- Ensure a commitment to raising attainment for all learners via their curriculum/accreditation offer
- Provide challenge within all learning opportunities presented which is supported through identified accreditation pathways
- Ensure that accreditation is used to recognise achievements within this
- Celebrate achievements and successes every day
- Provide opportunities to pursue appropriate routes of accreditation (Qualifications and awards) which provide value and meaning to learning
- Ensure that accreditation and associated credits awarded are transferrable and support future learning and success

We always ensure there is challenge within all accreditation routes identified for our learners which is determined through our accreditation framework (see below). This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation ensure appropriate levels of challenge and all learning is meaningful.

Accreditation framework:

We always ensure there is challenge within all accreditation routes identified for our learners which is determined through our accreditation framework. This provides the school with the information that demonstrates that all our learners are working towards the most appropriate level of accreditation, ensure appropriate levels of challenge and all learning is meaningful via our accreditation map.

Please refer to Serenity School Accreditation Policy for full details on the following;

- Accreditation Routes
- Accreditation Map
- Personal Learning Plan
- Accreditation Flow Chart
- Doodle Tracking System
- Outcomes/Student Progress over time

High Achieving Pupils

We aim to create opportunities for all pupils to achieve their full potential – *“Care and Excellence for*

All through our More Able Framework. There are arrangements in all subjects in order to identify talent and provide our most able pupils with the chance to achieve even more highly. See More Able Policy for more detail.

We also have one member of staff with responsibility for providing extra-curricular activities which stretch and challenge our most able pupils.

Science in the Curriculum

Themed weeks to run in line with School Calendar as follows:

Term 1	Energy, Waves and Radiation
Term 2	The Study of Living Systems
Term 3	Electronics in Action
Term 4	Healthy Living
Term 5	Forensic Detection
Term 6	Carrying out a Science or Technology Project

British Values

Our curriculum provides many opportunities for our pupils to explore the concept of Britishness. This is achieved specifically within subject areas and Personal Development days as well as through our school ethos which celebrates every child and marks significant events. Refer to Policy

Aspect	Coverage in the curriculum
Democracy	<ul style="list-style-type: none"> Democracy in Britain is explored from different viewpoints throughout the curriculum at Key Stage 3 and 4. Democracy and Parliament are studied in detail as one of our stand-alone Personal Development Days and PSHE. We run an annual trip to the Houses of Parliament We run our own General Election in Personal Development as well as for student council
The rule of law	<ul style="list-style-type: none"> Units of learning in humanities examine what it means to be British in the 21st century. The importance of abiding by the law is covered in several of our Personal Development units such as "Substance Abuse" and "Justice and Democracy"

Individual liberty	<ul style="list-style-type: none"> • Various committed promised across the schools to promote individual liberty
Mutual respect	<ul style="list-style-type: none"> • As a school, we encourage pupils to show mutual respect to each other constantly. Our Bully Charter and Step Programme ensures mutual respect and tolerance amongst everyone across the school community • This is a regular theme in assemblies.
Tolerance of those with different faiths and beliefs	<ul style="list-style-type: none"> • This aspect of British values is covered extensively in our RE schemes of learning and is a fundamental value of the school. • The Personal Development Unit “Diversity” deals with many issues to do with tolerance and respect for people’s differences. • We host a variety of multicultural events to bring the community together.

Statutory teaching of PSHE and sex and relationship education at

	Key stage 3	Key stage 4
Age	11-14	14-16
Groups by Stage	7-9	10-11
PSHE	✓	✓
Sex and relationship education	✓	✓

Refer to PSHE Policy & Scheme of Learning for full details

Careers

Effective and independent careers guidance is an important part of the broad and balanced education which we provide and we meet the Gatsby Benchmark.

Careers advice begins in year 8 with units in the personal development days. In year 9 we have a full programme of events to support the pupils as they make their option choices.

Overall we offer at 11-16 years a total careers and employability package with strong foundations on ensuring that pupils are very well prepared for the next phase of their life. Refer to CEIAG Policy and Scheme for further details

General careers advice provision

- Gatsby Benchmark
- IAG Bronze Accreditation Year 1
- Associate member of CMI, an accredited Apprenticeship provider (nationally)
- Job explorer database available from the school website

- We are a member of Speakers for Schools – a national charity which provides talks in schools from successful business people.
- We are a member of Clarion Group – National Apprenticeship Group
- We have a number of curriculum links in subjects such as construction with local companies such as Triumph, The National Grid and other local businesses
- We promote national conferences and fairs to broaden aspirations in areas such as STEM

Year 8

- Enterprise personal development programme
- Careers personal development programme introducing the pupils to the world of work. The programme includes regular guest speakers from local companies.

Year 9

The careers programme in year 9 begins with a self-review session using the JED job explorer database. The young people are asked to answer a series of questions. The answers eliminate careers in response to these answers, leaving a selection of ideas that may be explored in detail. The year 9 programme also includes:

- All pupils are offered a careers interview by an independent trained careers advisor
- All pupils are also given the option of individual options advice from senior members of staff
- Options Events at Academic Review Days for parents and carers
- Visit to the regional careers fair
- Optional visit to the National skills show at the NEC and other subject specific
- Detailed options booklet which includes guidance on future options

Year 10 & 11

- L2 Qualification in Employability
- We have a work experience in year 10 & 11 for pupils to sample a real working environment and gain experience for FE and Apprenticeships. Further detail for Year 11 is on the PSHE CEIAG Scheme of Learning

Refer to PSHE Scheme for further details on internal CEIAG Provision