Seva Education Twickenham

Teaching, Learning and Curriculum

Learning for All

Vision

At Seva Education we are a community where all are treated with equal respect. Our skilled and compassionate staff support and care for students, enabling them to achieve their very best. Our learning and social pathways provide students with the skills and knowledge that allow them to be fully prepared for the next phase in their lives, whether this is in education or employment.

Our School Offer

We ensure that all students will have:

- A safe and nurturing educational environment that meet the full range of children and young people's needs
- A broad and balanced curriculum, that is based upon an extensive knowledge of children and young people's learning difficulties
- Access to teaching of specific social skills programmes led by our therapeutic team
- Well-equipped education and therapeutic facilities
- Specifically designed pathways that reduce the barriers and transitional difficulties from childhood towards the preparation for adulthood

Statement of Purpose

Seva Education Twickenham will provide education and therapeutic support for students aged 5-16 with special needs including Autistic Spectrum Condition (ASC) and Moderate Learning Difficulties. Some students may have one or more other needs including for example: speech and language; social, emotional and mental health needs; attention deficit hyperactivity disorder; and obsessive, compulsive disorders. These needs may be co-morbid in many students.

We aim to engage students, develop and sustain a desire to learn and develop academically, socially and emotionally, whatever their individual and contextual backgrounds and circumstances.

Our pathways are designed to enable students to gain the necessary skills, knowledge and experience that will help them prepare for adulthood, future employment and to sustain independent living.

We know that our students with SEND needs do not learn or progress in the same way as their mainstream peers and so we adapt our provision and curriculum to personalise our offer to meet individual needs and enable future opportunities. This include tailoring the types of courses and qualifications that we offer.

Our students will have access to study for relevant qualifications, accreditations and life experience certificates including AQA Unit Awards, BTEC, Functional Skills, ASDAN and International GCSEs.

Curriculum Pathways and Destination Points – Seva Education

The Three Seva Education Pathways	
Pathway	Examination, Qualification or Accreditation Route
1	International GCSEs, BTEC Firsts, Functional Skills
2	AQA Unit Awards, ASDAN
3	AQA Unit Awards, social and life skills

Curriculum Pathways - Typical Needs

It is anticipated that students placed at Seva Education Twickenham will be on pathway 2 or 3.

The Three Seva Curriculum Pathways			
Dynamic Pathways	Age Related Expectations (ARE)	Possible Special Needs	Attendance
1	Working below ARE because of SEMH, trauma, exclusions, poor experiences in previous setting. Ambitious pathway towards qualifications and accreditations despite previous engagement, learning and achievement.	SEMH, ASD, ADHD, SALT needs, OT needs	Spiky attendance due to exclusions and non-attendance has led to the student falling behind age related expectations but is able to close gaps.
2	Working below due to a specific learning difficulty. Will work on an ambitious pathway that will lead to accreditations	MLD, SEMH, ASD, ADHD, SALT needs, OT needs	Individual student attendance has led to the student achieving at a level below age related expectations.
3	Working well below ARE and needing a life skills curriculum due to a specific learning difficulty. Will work on a Semi-Formal Curriculum.	SLD, MLD, GLD, ASD, ADHD, Medical, SALT needs, OT needs	Individual student attendance has led to the student achieving at a level significantly below age related expectations.

Seva Education Curriculum Pathways

Baseline on Entry

EHCP Targets, English, Phonics, Mathematics levels, Strengths and Difficulties Score, SALT needs, OT needs

Students are placed on one of three pathways according to baseline assessments and Personalised Learning Plan written. Please note, these pathways are dynamic, and students can move between them depending on their performance and engagement in learning and other home circumstances.

	1	2	3
KS1	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography. SATs tutoring where appropriate. Extra-curricular activities linked to the curriculum. Preparation for adulthood.	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography. Extra-curricular activities linked to developing life skills and the curriculum. Preparation for adulthood.	**Weekly Offer** **Equals Semi-Formal Curriculum** Daily mathematical thinking and problem solving, Communication and phonics, Independence, Play and Leisure. Opportunities to experience outdoor learning, art, drama, the world about me, citizenship, physical wellbeing and extra cultural capital experience to support preparation for adulthood, independent living and employment.
KS2	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography. SATs tutoring where appropriate. Extra-curricular activities linked to the curriculum. Preparation for adulthood.	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography. Extra-curricular activities linked to developing life skills and the curriculum. Preparation for adulthood.	**Weekly Offer** **Equals Semi-Formal Curriculum** Daily mathematical thinking and problem solving, Communication and phonics, Independence, Play and Leisure. Opportunities to experience outdoor learning, art, drama, the world about me, citizenship, physical wellbeing and extra cultural capital experience to support preparation for adulthood, independent living and employment.
	Internal Assessments and SATs	Internal Assessments	Internal Assessments
KS3	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography and group AQA lessons/experiences. Extra-curricular activities linked to developing life skills and the curriculum.	**Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography and group AQA lessons/experiences. Extra-curricular activities linked to developing life skills and the curriculum.	**Weekly Offer** **Equals Semi-Formal Curriculum** Daily mathematical thinking and problem solving, Communication and phonics, Independence, Play and Leisure. Opportunities to experience outdoor learning, art, drama, the world about me, citizenship, physical wellbeing and extra cultural capital experience to support preparation for adulthood, independent living and employment.

	Internal Assessments and AQA Awards	Internal Assessments and AQA Awards	Internal Assessments
KS4	**1** **Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography and group AQA and/or ASDAN and/or IGCSE lessons/experiences. Extra-curricular activities linked to developing life skills and the curriculum.	**2** **Weekly Offer** Daily mathematics, English, phonics, social and emotional teaching. Weekly PSHE, PE, Art and Design, History, Geography and group AQA and/or ASDAN lessons/experiences. Extra-curricular activities linked to developing life skills and the curriculum.	**3** **Weekly Offer** **Equals Semi-Formal Curriculum** Daily mathematical thinking and problem solving, Communication and phonics, Independence, Play and Leisure. Opportunities to experience outdoor learning, art, drama, the world about me, citizenship, physical wellbeing and extra cultural capital experience to support preparation for adulthood, independent living and employment.
	Internal Assessments AQA Awards, ASDAN and IGCSEs	Internal Assessments, Grey Matters, AQA Awards and ASDAN	Internal Assessments and AQA
Careers	Talentino Curriculum used to deliver high quality lessons for students supported by training. Work experience, attendance at careers fairs, support from local authority careers advisors, internships, apprenticeships, careers advice from Connexions.	Talentino Curriculum used to deliver high quality lessons for students supported by training. Virtual work experience, possible online business opportunities, online internships, possible work experience in local companies accompanied by a staff member, careers advice from Connexions	Talentino Curriculum used to deliver high quality lessons for students supported by training. Virtual work experience, possible online business opportunities, online internships, careers advice from Connexions
Adulthood	We aspire for all students to be able to live independently, attend other further education and/or employment depending on the aspirations and needs of the student and their family/carers.		

Our Curriculum

Intent
The majority of students at the Seva Education Twickenham site will use the Equals Semi-Formal Scheme. This curriculum is specifically designed for those students who are working well below the National Curriculum. Students working on the Equals Curriculum will typically be placed on pathway 3 or possibly pathway 2.

For students who are working closer to age related expectations the wider Seva Education Curriculum will be used which is designed around 'themes' or 'big ideas' which provide a broad and balanced range of subjects. We use the Cornerstones Scheme of Learning as the starting point for our curriculum, this provides long term and medium term plans and ensures coverage in line with the National Curriculum. Teachers then adapt medium term and individual lesson plans to fit in with one of the three pathways on which students are placed. Students are placed on one of the pathways based on the needs outlined in their EHCPs, reports from professionals and in school assessments.

In previous settings our students may not have been successful in their learning, possibly because they have missed time in lessons or school altogether. In many cases, knowledge and skills may have been taught but due to students' special needs not being identified early enough, they were not given the opportunity to ensure that it was transferred into their long-term memories so that they could access it for future use. Our curriculum is designed to introduce new knowledge and skills and to fill the gaps from previously missed learning opportunities. We teach our students according to their entry point into the curriculum and challenge point.

The intent for our curriculum is therefore threefold:
- To ensure that crucial knowledge is taught in a coherent sequence and broken down into small enough bite-sized chunks with repetition to meet individual needs.
- To identify where there are gaps in learning and plan to fill these whilst continuing to introduce new knowledge and skills.
- Ensure that the teaching activities chosen by staff to deliver the curriculum are effective and meet the needs of all students.

We know that, based on their past experiences in schools, information from EHCPs and the detailed reports from professionals, our students will have barriers to learning the curriculum content they need for success. Our curriculum is designed to overcome these barriers so that students can achieve the educational goals we share for them.
Our curriculum is designed to be:
- Broad and balanced curriculum
- Teach a wide range of topics
- Coherent and well-sequenced, with skills, knowledge and cultural capital.

Implementation

The primary goals of our curriculum are to:

- Develop critical thinking, creativity, and problem-solving skills.

- Foster a love for lifelong learning.
- Promote social, emotional, and physical well-being.
- Encourage civic responsibility and global awareness.
- Ensure academic excellence and equity for all students.
- Develop independence

Teaching and Learning Strategies

To achieve these goals, the following teaching and learning strategies will be employed:

- Student-Centred Learning: In order to meet the needs of students who cannot access a traditional sit and listen style curriculum we emphasise active learning, where students engage in activities such as discussions, projects, and collaborative work and do not necessarily have to sit at desks for long periods of time.
- Differentiation: Our staff will tailor teaching methods and materials to meet the diverse learning needs and styles of our students.
- Inquiry-based Learning: We will encourage students to ask questions, conduct research with support, and develop their own understanding.
- Technology Integration: Our students will be guided in the use of technology to enhance learning experiences and provide access to a wide range of resources.
- Experiential Learning: Visits, trips out and access to the allotments and Forest School will provide hands-on experiences that will enhance learning and provide real-life skills.
- Teaching assistant: within the classroom often act as 'tutors' to guide students learning, which is different to models used in other settings. This develops confidence and leads to improved outcomes.

Roles and Responsibilities

Educators:

- Our teachers will plan and deliver high-quality lessons aligned with curriculum goals.
- Assess and monitor student progress, providing feedback and support.
- Create an inclusive and supportive classroom environment.
- Engage in continuous professional development to stay current with educational best practices.

Students:

- Participate actively in learning activities and discussions.
- Complete work in class to the best of their ability and supported by adults where necessary.
- Seek help and resources when needed, or be guided to seek support if needed.
- Respect the learning environment and collaborate with peers, with support where necessary.

Parents and Guardians:

- Communicate regularly with teachers.
- Encourage positive attitudes towards education.

Assessment and Evaluation

Assessment is integral to the curriculum implementation and will include:

- Assessment for learning strategies throughout lessons
- Formative Assessments: Ongoing assessments such as quizzes, observations, and peer reviews to monitor student progress and inform instruction.
- Summative Assessments: End-of-unit or term assessments such as written or online tests to evaluate overall achievement and progress from starting points.
- Diagnostic Assessments: Assessments completed by therapists, other professionals or adults in school to identify students' prior knowledge and learning needs.
- Self-Assessments: We will encourage students to reflect on their own learning and use this to develop greater learning resilience.

Resources and Support

To support effective curriculum implementation, the following resources will be provided:

- Access to a variety of teaching materials and technologies.
- Professional development opportunities for educators.
- Support services such as mentoring for physical and mental health from sports coaches and special education.
- Collaborative planning time for teachers.
- Access to colleagues, other teachers, teaching assistants and senior leaders.

Monitoring and Review

The implementation of the curriculum will be regularly monitored and reviewed through:

- Learning walks
- Teacher observations and evaluations.
- Student performance data analysis.
- Feedback from students, parents, and educators.
- Periodic curriculum reviews and updates based on the latest educational research and feedback.

Impact

Student Outcomes
Academic Achievement:
By engaging with our curriculum offer at their level our aim is for students to know more and retain this information.
Students following the Equals Curriculum will be assessed against milestones which assist in planning the next steps in learning based on an individual's strengths, needs and motivations. The milestones are divided into sixteen areas under the broad categories of *communication*, *cognition* and *personal development*. The framework will be used to highlight a learner's strengths and interests by focusing on areas which are of greatest significance to them. These areas will be identified through careful observation, discussion between professionals and parents/carers and through listening to, or representing, the views of the learner.

For students working closer to, or at National Curriculum levels, the ability to learn and retain knowledge and skills will be shown in their attainment and progress, tracked through standardised written and online testing, internal tracking based on teacher assessments and work in books or on courses. Results of internal and national tests will show that students are understanding and retaining key knowledge and are able to utilise key skills learned in lessons.
Our phonics teaching will lead to enhanced reading and writing skills in all students, with students working on our lower pathway able to develop core life literacy skills and others also developing a love for reading as they are able to access more complex texts.

Skill Development:
Critical Thinking: We will provide students with the skills to develop their problem-solving skills and the ability to analyse information which will be key to them becoming good citizens in the wider community.

Creativity and Innovation: We will enable students to present information in a wide variety of formats so that they are not held back by their literacy skills.

Social and Emotional Learning: Through the specific teaching of social and emotional schemes of learning students will exhibit improved emotional regulation, empathy, and interpersonal skills, contributing to a more harmonious school and wider community environment.

Engagement and Motivation:
Increased Participation: By providing a curriculum that matches the needs of our students we will engender higher levels of student engagement in class discussions, extracurricular activities, and collaborative projects.

Positive Attitudes: Students show greater enthusiasm and a positive attitude towards learning, as evidenced by lower absenteeism and higher participation in school activities though the implementation of a curriculum that matches needs.

Teacher Effectiveness
Enhanced Teaching Strategies: Teachers will use integrated student-centred teaching styles to engage students who did not previously have a good attitude to learning, resulting in more dynamic and interactive classrooms.

Differentiated Teaching: The effective implementation of differentiated instruction techniques will address the diverse learning needs and styles of our students.

Professional Development: Teachers will participate in regular professional development sessions, which lead to improved pedagogical knowledge, skills and confidence.

Collaborative Planning: We have increased opportunities for staff to collaborate and share best practices and we have fostered a supportive professional community.

Educational Environment
Positive Climate: School leaders foster a school climate that is inclusive and supportive.

Community Engagement: We are constantly looking for ways to enhance the involvement of parents and community members in school activities and decision-making processes.

Effective Use of Technology: We seek to integrate technology in the classroom and provide students with access to a wide range of learning resources and tools.

Adequate Support Services: Access to therapists, physical and mental health mentoring, and other support services are utilised to meet the diverse needs of students.

Teaching and Learning – The Curriculum

Pathway 3

The Equals Semi-Formal Curriculum

The majority of students will follow part or all of the Equals Semi-Formal Curriculum, designed to meet the needs of students who have learning difficulties to such a degree that they are consistently working at academic levels considerably below their age-related peers for all of their lives across all or most scholastic areas. Some students may have moderate learning difficulties (MLD) others may also have a diagnosis of autistic spectrum condition (ASC). If a student has a diagnosis of ASC it is the level of the individual's learning difficulties that determine whether they follow the Equals Curriculum, not their ASC diagnosis. At Seva Education, we understand that, the existence of autism may affect *how* the pupil is taught, but the existence of the severity of learning difficulty will affect *what* the pupil is taught.

In order to implement the Equals Curriculum effectively we will:

- Ensure that pupil groupings and are not tied to year group or even key stage restrictions. We know that students will be successful if they are working at similar developmental levels which will have much more in common with each other than their date of birth
- Staff resources will be organised so that rather than specific 1 to 1 staffing with specific pupils, we will pool staffing resources to enable small group working, if necessary, across an age range
- Assessment will be completed through MAPP (Mapping and Assessing Personal Progress) which has been developed in conjunction with the Equals Formal Curriculum.

The Equals Curriculum Overview of Subjects
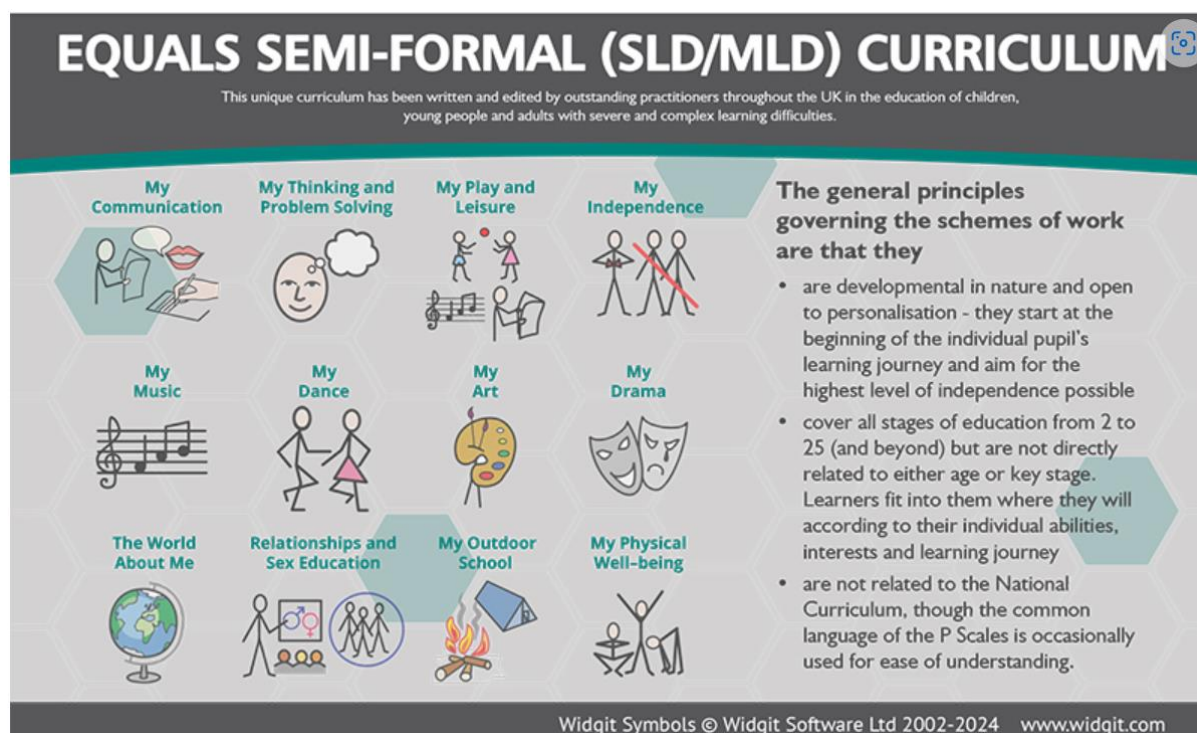
The Equals Semi-Formal Curriculum Subjects

As shown in the overview above the discreet subjects in the Equals Semi-Formal Curriculum mirror National Curriculum subjects in a way that makes them accessible for students with SEND needs, particularly learning difficulties.

The Equals Semi-Formal Curriculum matched to National Curriculum subjects

Equals Curriculum	National Curriculum
My Communication	English – Reading, writing and phonics
My Thinking and Problem Solving	Mathematics – White Rose
My Play and Leisure	No direct match – Elements of PSHE
My Independence	No direct match – Elements of PSHE
My Music	Music
My Dance	Elements of PE
My Art	Art and Design
My Drama	Drama

The World About Me	Geography, History and Religious Education
Relationships and Sex Education	Relationships and Sex Education
My Outdoor School	No direct match – Forest Schools
My Physical Wellbeing	Physical Education and PSHE
Computing	Oak National Academy
Science	Oak National Academy

The above subjects are organised into small steps of learning and/or experiences that teachers can use to design lesson plans that meet the needs of their students. The subjects follow a pattern of building on previous learning and experiences that lead on to new learning or the application of what has already been learned. Students do not move on until they have demonstrated that they have understood a piece of knowledge that is needed or been able to demonstrate a particular skill. For example, a student would not begin work on how to solve the problem of losing your bus pass until they could use a bus and bus pass independently and confidently.

Due to copyright laws, it is not possible to re-print the whole curriculum within this document but below are some examples taken from the discreet subjects.

Example of Medium-Term Communication Plan from The Equals Curriculum

Learning Intention	Teaching and Learning Activities	Notes
To work on I want..... communications	Although imperative communications are built around wants and needs, *'I want'* is different to *'I need'* and probably comes first. One may for example need to go to the toilet, but might not want to. Needs and wants can of course coincide in essence but be different in detail. One may need to eat (a calorie controlled) lunch but want to eat a double jam doughnut. *'I want'* is centred around motivation and is therefore naturally more powerful than *'I need'* which will probably have to be learned over time. *'I need'* communications will be discussed in **Non-verbal, behavioural communications** in this SoW.	
To build up a bank of clear and unambiguous likes and dislikes	See ISE (Individualised Sensory Environment) in the Basic Principles. It may not be necessary at this stage for the learner to be using a formal communication system such as sign, symbol or speech. You are looking for the learner to make a clear choice which may be positive (I want) or negative (I don't want) but that could easily be by vocalising, eye-gazing, pointing to, taking, holding, turning away from, pushing away etc.	The purpose of spending a considerable amount of time with all learners in building a bank of likes and dislikes is **to establish a motivation to communicate.**

Example of Medium-Term My Thinking and Problem Solving Plan from The Equals Curriculum

Learning Intentions	Teaching Activities	General Points to Note	Tier Points to Note
	Six general and repeatable problems		
To gain access to my favourite....... toy, snack, drink, i-pad, piece of flappy string, etc. To acknowledge that I want/need equipment To get the resources and equipment I want/need To communicate a want/need	**TIER 1. Memory Building.** Introduction of the task, namely to be involved in getting my favourite toy, snack, drink, i-pad, piece of flappy string, etc from wherever it is regularly kept at a regular time(s) of the day. This might be prompted by a visual timetable or some other regular indication. The learner may need physical or verbal prompting to get the item, but must be involved in the process many, many times. The item **MUST** be independently accessible. If it cannot be accessible (because for example, the i-pads need to be locked away for security reasons) it is not an appropriate item to use. **TIER 2. Sabotage and recognition of a problem** sees 'my time' announced without any prompt to get the item concerned. The minimum required here is for learners to recognise that 'my favourite....' is missing, that is, that there is a problem and they need to do something about it. This might be (as a minimum) to indicate that s/he does not have 'her/his favourite.....' and to ask for help from a member of staff. In this case the learner might be assisted to	You need to know what your pupil is motivated by and use this to support solving the problem. This may be very different for different individuals. Begin with what a pupil wants rather than something they need. Recognising a need is a higher functioning skill	The accessibility exception might be for those who are not physically able to take themselves to the place, open drawers, open cupboards, in which case the school should look to putting the item in a place that is accessible or adapting the physical environment BEFORE relying

Example of Medium-Term My Play and Leisure Plan from The Equals Curriculum

Turn-taking Play represents the first stirrings of co-operative play in the clear acknowledgment of others' involvement in the activity. Although this is about sharing the resources in a common-sense understanding of turn taking (*'Let Johnny have the bike now as it's his turn'*) we are also now asking learners to **engage directly with others** so that the play may go off in a direction not totally in the individual learner's control because someone else has the resource. This then opens up several possibilities for the learner and the staff member's role in guiding play towards a co-operative model becomes key.

Free (Turn Taking) Play Learning Opportunities	Staff member's (SM) role in enabling	Progression (and what it might look like)
Relational and Functional play. Playing with a common, central resource with lots of equipment but **one or two key resources that are strictly limited.** The play might be, for example: sand and/or water play with one jug heuristic play with one box; Brio train tracks and carriages with one train; Lego or Duplo with one Lego or Duplo car; dressing up box with one super-hero cape; or whatever play is enjoyed by more than one learner as long as there is one (limited) commonly enjoyed resource .	Initiate the play opportunities. Guide the individual learner's play towards using the one key limited resource. Model how to wait for the key limited resource to be free. Model and develop coping strategies when the game breaks down. Facilitate being together, so that learners see positive social interactions and have positive experiences of turn-taking. Model the correct use of communication, both verbal and non verbal Model play with the equipment/resources. Observe in order to inform progress and next steps. **This level of play will be considerably improved if staff can arrange for one of their number to be the 'room**	Individual learner turn taking with a familiar SM Individual learner turn taking with a familiar peer with SM support Individual learner turn taking in a familiar small group with SM support Turn take with a familiar peer without obvious SM support Turn take with a familiar peer without SM support Turn take without support in a small group. Turn take without support in a larger group (four or more).

Example of Medium-Term My Independence Plan from The Equals Curriculum

LEARNING INTENTIONS	TEACHING ACTIVITIES **Walking And Road Crossing** **(Travelling as a Pedestrian)**	POINTS TO NOTE

Walking independently in school	1. Learners will need a reason to travel around the school and journeys must have a purpose. Standard times will be travelling from bus to class; from class to class; from class to playground; from playground to class; from class to lunch; from lunch to class; from class to bus.
	
	2. A timed baseline will need to be recorded for every learner which will involve establishing whether the learner can:
	
	    a. Walk independently for a set distance without pulling away whilst holding an adult's hand (the adult is holding the learner)
	    b. Walk independently for a set distance without pulling away whilst touching an adult's arm or hand (the learner is holding the adult)
	    c. Walk independently for a set distance without running away.
	
	3. It is not necessary to go through the process of moving from a to b to c, since some learners will already be at the c stage and other learners will move from a to c without needing b.
	
	4. Learners may need to re-start a journey several times in order to get it right if there is **LOTS** of pulling away. This must always be done in a very low key, non-punitive manner with lots of praise for getting it right and of course, the reward of getting to the motivating object/place/person.
	
	5. Learners will need to practice in school as much as possible and teachers will probably need to manufacture reasons for walking around the school. These might include collecting favourite toys/books/objects/foodstuffs or visiting favourite people to say hello/pass on a message, etc.
		ALWAYS inform the learner where they're going and why.
		
		This will be done verbally and supported with object of reference (OoR) or symbol and/or sign as necessary.

Example of Medium-Term The World About Me Plan from The Equals Curriculum

LEARNING INTENTIONS	TEACHING ACTIVITIES	POINTS TO NOTE
Learning about and from Bhodi	Bhodi (meaning enlightenment in Sanskrit) signifies Siddhartha's (the Buhdda's) journey into enlightenment through meditation, which involved sitting quietly and in stillness under a peepal (fig) tree whilst contemplating the root of suffering and how to free oneself from it. Whilst the journey to enlightenment is complex, the fundamental message is simple – we must do good if we can and avoid doing harm to all and every living thing. Prince Siddhartha was born in Nepal, and it was foretold that he would be either be a great King or a great holy teacher. His father the King wanted him to be a great King and brought the young Prince up so that he saw nothing but beauty and health, and never saw sickness or suffering. One day the prince went outside the palace to see the world for himself and he saw many things he did not understand. Firstly he saw an old man. He asked his servants what this was. "He is old that is all. Everyone gets old, even you my lord". Then he saw a sick man and he asked his servants what this was. "He is sick that is all. Everyone sometimes gets sick, even you my lord". Finally he saw a dead person and he asked his servants what this was. "He has died that is all. Everyone dies eventually, even you my lord". Having always had the very best in life and having always been sheltered from reality, Siddartha now realised that bad things can happen to everyone. He didn't know what to do until he saw a holy man who seemed to be able to live amongst suffering and yet not be so affected by it and he realised this was his mission. He therefore tried to live his life as a very poor holy man, almost killing himself in the process by going without any food or clothing. Clearly this did not work either, for now he suffered as much as when he had been rich and blind – too extreme. He therefore decided to do nothing but sit under a tree and wait for the answer. This was how he discovered the Middle Way, in which the soul (the mind) is at peace with the body, itself and others. The tree was a Bodhi tree, so his new teaching became known as Buddhism. • Siddartha was born rich, yet he did not want to be a King • He tried to be poor and not indulge in any pleasures but still did not find happiness • Through meditation and through finding calmness, Saddartha discovered the middle way, of not harming any living thing and being kind to others at all times.	Whilst it is often assumed that Bhodi Day is 8th December, this derives from the westernisation of the Japanese word Rohatsu (the 8th day of the 12th month). We could also take Bhodi Day in the Chinese tradition of Laba as occurring in mid January. There are a number of YouTube videos which explain Buddhism in fairly simple terms, though most are long and might challenge the concentration span of most lerners so they might need some judicious editing!

Example of Medium-Term My Physical Wellbeing Plan from The Equals Curriculum

Learning Intention	Teaching and Learning Activities	Notes
To prepare for the activity as a regular routine.	As with all discretely taught sessions such as Art, Music, Narrative (probably the only discrete session in the My Communication scheme of work), The World About Me topics etc, it is fundamental to the principles of teaching children, young people and adults with severe learning disabilities that we build up an understanding of the sequence through fairly strictly adhered to routines. These should include: • Communicating what is about to happen next through the presentation of objects of reference, pictures, symbols, signed reminders, verbal reminders, visual timetables, now/next and/or start/finish boxes. What you use depends on the individual learner, but the more and wider the opportunity for the learner to understand what is about to happen, the better. • Having an expectation that the learner will change his/her clothes as a matter of course, in the same way that the learner will always wash their hands and put on an apron before cooking. This represents a great opportunity for teaching and re-enforcing the acquisition and maintenance of dressing and undressing skills. • Using separate changing rooms/areas according to gender. Although this is probably not strictly necessary in school, it is an excellent opportunity to talk about gender differences. It's probably not necessary to change in a different room, but the simple use of room dividers with male and female symbols pinned on should suffice.	

Example of Medium-Term My Physical Wellbeing Plan from The Equals Curriculum

	○ A Midsummer Night's Dream ○ The Tempest ○ Robin Hood ○ Treasure Island ○ Pirate games ○ Robinson Crusoe ○ Looks Like Lunch ○ The Rainbow Fish ○ The Storm Seal	
Learning Intention	**Teaching and Learning Activities** **Wilderness explorers**	**Notes**
To identify life lived outdoors	Identify a small cleaning in any outdoor space, though clearly, if you're lucky enough to have a wood, there are likely to be more animals passing through it. Many of your learners could help in this exercise, perhaps by taking a cloth or piece of material with them (6 to 9 square metres should be more than enough) to test the hypothesis that the space is big enough. Once identified involve all the learners in clearing the clearing even more and cover the whole area with soft sand. Demonstrate what happens when someone steps on the sand and perhaps play a game of 'Who's in the sand!' (a variation of 'Guess Who') by blindfolding one learner. One other learner steps into the sand to make a print and the blindfolded learner has to guess whose footprint it is by matching the print to the shoe. Place a bowl of dog or cat food or grated cheese (good for birds as well) in the middle of the sand and make sure that the sand is smooth before leaving. Check the next day for prints. Take photographs of the prints, there's no reason why learners should not also be involved in this as it is very good practice. Compare to examples of animal prints gained through a google search.	

Pathways 1 and 2
Students Working Close to Age Related or National Curriculum Levels

Students working close to the age-related expectations will follow an adapted National Curriculum based on Schemes of Work and resources from the Oak National Academy. The scheme provides an extensively researched and planned curriculum supported by lesson plans, slides, worksheets and quizzes. Teachers use the curriculum as a basis to differentiate to meet the needs of students attending the school.

Science

The school uses the Oak National Academy Scheme of Work which provides a comprehensive basis for the school's science curriculum. Depending on the needs of the students the scheme will need to be adapted by teachers.

The units are written in such a way as to cover the statements of the National Curriculum programme of study. The guidance outlines expected levels of progress of most students through Years One to Six. The teaching sequences of each of the units are suggested – each unit being mapped to the programme of study statements for science (both content and scientific enquiry), and links being provided to show where the unit fits in, prior learning, health and safety, language for learning, resources and out-of-school learning. Each of the suggested teaching activities has learning objectives and outcomes, and other relevant points to note.

Teaching Overviews

Year 1

1	**2**	**3**
Naming and grouping animals	Seasonal changes: autumn and winter	Human body parts
Unit info >	Unit info >	Unit info >
4	**5**	**6**
Identifying plants and their basic parts	Seasonal changes: spring and summer	Everyday materials
Unit info >	Unit info >	Unit info >

Year 2

1

Uses of everyday materials

Unit info >

2

Growing plants

Unit info >

3

New life

Unit info >

4

Introduction to food chains

Unit info >

5

Living things and where they live

Unit info >

6

Healthy me

Unit info >

Year 3

1

Rocks and soils

Unit info >

2

Introduction to the human skeleton and muscles

Unit info >

3

Simple forces including magnets

Unit info >

4

Healthy eating

Unit info >

5

What plants do and what they need

Unit info >

6

Introduction to light and shadows

Unit info >

Year 4

1

Introduction to the human digestive system

Unit info >

2

Introduction to states of matter and changing states

Unit info >

3

Simple electrical circuits

Unit info >

4

Introduction to sound

Unit info >

5

Close

Living things and the environment

Unit info >

6

More about food chains

Unit info >

Year 5

1 Properties, changes and separating materials	2 Forces including simple machines	3 Earth, Sun and Moon
Unit info >	Unit info >	Unit info >
4 Reproduction and life cycles: plants	5 Reproduction and life cycles: animals	6 Human development
Unit info >	Unit info >	Unit info >

Year 6

1 The human circulatory system	2 Changing circuits	3 Keeping healthy
Unit info >	Unit info >	Unit info >
4 Why we group and classify living things	5 Evolution and inheritance	6 Light and how it travels
Unit info >	Unit info >	Unit info >
7 Materials (non-statutory)	8 Climate change and sustainability (non-statutory)	
Unit info >	Unit info >	

Reading and Phonics
The school uses Read, Write, Inc to teach phonics and reading to students. This also incorporates handwriting and spelling.

Introduction
Read Write Inc. is a comprehensive literacy program developed by Ruth Miskin, aimed at helping students learn to read and write fluently, approved by the DfE. It is particularly focused on early years and primary education, designed to create a solid foundation in phonics, comprehension, writing, and spelling.

The programme is designed for students aged 4-7. However, at Seva Education we will continue teaching Read, Write, Inc to students beyond the age of 7 as many of our students have not learned to read when they join us due to adverse experiences in previous settings. To make this appropriate we use the Fresh Start material. More information on this can be found at https://ruthmiskin.com/en/find-out-more/parents/.

Program Structure
1. Phonics:
Synthetic Phonics: Read, Write, Inc uses synthetic phonics to teach our students the sounds of letters and letter combinations. This approach emphasises blending these sounds to form words.
Speed Sounds Lessons: These daily lessons introduce students to new sounds, helping them recognise and pronounce them accurately.
Word Time and Storybooks: Students practice reading words and sentences using specially designed storybooks that correspond with their current phonics level.
2. Comprehension:
Reading and Discussion: Read, Write, Inc incorporates comprehension activities that encourage students to discuss and understand the stories they read.
Questioning: Teachers ask questions about the text to develop student's understanding and critical thinking skills.
3. Writing
Writing Activities: The program includes writing exercises that complement reading activities. Students learn to write words, sentences, and stories using the phonics and vocabulary they've acquired.
Spelling and Grammar: Specific lessons focus on spelling and grammatical rules, helping students to write accurately and confidently.
4. Spelling:
Spelling Program: The Read, Write, Inc spelling program supports students from Year 2 onwards, focusing on word structures, spelling patterns, and tricky words.
Interactive Lessons: Engaging, interactive activities help reinforce correct spelling and word usage.

English

In using materials that are be adapted from The Oak National Curriculum for English, we aim to develop confident, articulate and accurate readers, writers and speakers. Our students will read a diverse range of increasingly complex and deep texts, write for a wide range of purposes with technical accuracy, and have multiple opportunities to develop their spoken language capabilities.

The curriculum is designed to be:

Knowledge and vocabulary rich
Sequenced and coherent
Evidence-informed
Flexible
Diverse
Accessible

Adapting the curriculum for SEND Students

The Oak National English Curriculum is 'intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND' and this why it has been chosen to be implemented by Seva Education.

The resources have a focus on:

- clear explanations
- modelling and frequent checks for understanding
- guided and independent practice

Lessons are chunked into learning cycles and redundant images and information are minimised and the narrative that accompanies stories and explanations are contained in a separate document, rather than on slides to manage cognitive load. There are no references to year groups in the resources so that they can be used when students are ready, regardless of their age.

Resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in the videos.

Teaching Overviews

Year 1

Reading, writing & oracy

1

Speaking and listening

Unit info >

2

'A Superhero Like You': reading and writing

Unit info >

3

'The Three Billy Goats Gruff': reading and writing

Unit info >

4

'The Magic Porridge Pot': reading and writing

Unit info >

5

Following and writing instructions to make a sandwich: reading and writing

Unit info >

6

Nursery rhymes: reading poetry

Unit info >

7

'Anna Hibiscus' Song': reading and writing

Unit info >

8

'The Three Little Pigs': reading and writing

Unit info >

9

Looking after pets: reading and writing

Unit info >

10

'Zim Zam Zoom' by James Carter: reading poetry

Unit info >

11

'Paddington': reading and writing

Unit info >

12

'Wild': reading and writing

Unit info >

13

'Jack and the Beanstalk': reading and writing

Unit info >

14

School trip: writing a recount

Unit info >

15

'Ada Twist Scientist': reading and writing

Unit info >

16

Speaking loud and proud

Unit info >

Year 2

Reading, writing & oracy

1
'Yoshi the Stonecutter': reading

Unit info >

2
'Otherwise': narrative writing

Unit info >

3
'The Wolf, The Duck and the Mouse': book club

Unit info >

4
Monster pizza: instructions writing

Unit info >

5
'The Planet in a Pickle Jar': book club

Unit info >

6
The Great Fire of London: non-chronological report

Unit info >

7
'The Proudest Blue': reading and writing

Unit info >

8
Atinuke and other authors: information text

Unit info >

9
'The Magic Box': reading imaginative poetry

Unit info >

10
Nocturnal animals: non-chronological report

Unit info >

11
'The Owl who was Afraid of the Dark': reading

Unit info >

12
School trip: recount writing

Unit info >

13
'Don't Cross the Line!': book club

Unit info >

14
'Lucky Dip': narrative writing

Unit info >

15
'And Tango Makes Three': book club

Unit info >

16
'Emmeline Pankhurst, Little People Big Dreams': reading

Unit info >

17
Florence Nightingale and Mary Seacole: non-chronological report

Unit info >

18
Florence Nightingale: diary writing

Unit info >

19
'The Children of Lir': reading

Unit info >

20
Humorous poetry

Unit info >

21
'Grandad's Island': book club

Unit info >

22
Spoken language: sharing your opinion

Unit info >

23
'Leaf': book club

Unit info >

24
Sharing our opinions: agreeing and disagreeing

Unit info >

Reading, writing & oracy

1

Developing reading preferences in year 3

Unit info >

2

'Mulan': reading

Unit info >

3

'The BFG': reading and narrative writing

Unit info >

4

The Portia Spider: non-chronological report

Unit info >

5

Poet focus: 'Werewolf Club Rules' by Joseph Coelho

Unit info >

6

'The Man on the Moon': narrative writing

Unit info >

7

'Swallow's Kiss': book club

Unit info >

8

'The Pebble in my Pocket': reading

Unit info >

9

'The Moon Dragons': reading

Unit info >

10

Oral storytelling

Unit info >

11

'The Iron Man': reading

Unit info >

12

'The Iron Man': narrative writing

Unit info >

13

How Bees Make Honey: explanation text

Unit info >

14

'Anansi and the Antelope Baby': reading

Unit info >

15

'The Journey': diary writing

Unit info >

16

'The Sheep Pig': reading

Unit info >

17

'Marcy and the Riddle of the Sphinx': book club

Unit info >

18

King Tut or Healthy Lifestyle: non-chronological report

2 unit options

Unit info >

19

'Rushing Rivers': reading

Unit info >

20

Mummification: explanation text

Unit info >

21

'The Firework Maker's Daughter': reading and diary writing

Unit info >

22

'The Firework Maker's Daughter': reading and narrative writing

Unit info >

23

Poetry inspired by big and small objects: understanding form

Unit info >

24

'Varjak Paw': book club

Unit info >

25

The Stone Age: non-chronological report

Unit info >

26

'The Day the Crayons Quit': reading and writing persuasive letters

Unit info >

27

Introduction to speeches

Unit info >

28

Reading and performing scripts

Unit info >

Year 4

Reading, writing & oracy

1

Developing reading preferences in Year 4

Unit info >

2

'Curious Creatures Glowing in the Dark': reading

Unit info >

3

Anglerfish: non-chronological report

Unit info >

4

'Hansel and Gretel': reading

Unit info >

5

'Little Red Riding Hood': journalistic report

Unit info >

6

'The Borrowers': narrative writing and reading

Unit info >

7

'A Christmas Carol': narrative writing and reading

Unit info >

8

'El Deafo': book club

Unit info >

9

'Walter Tull's Scrapbook': reading

Unit info >

10

'Into the Forest': diary writing

Unit info >

11

John Lyons poetry

Unit info >

12

Healthy eating adverts: persuasive writing

Unit info >

13

'A Journey through Greek Myths': reading

Unit info >

14

'Jabberwocky': narrative writing

Unit info >

15

The digestive system: explanation writing

Unit info >

16

'Escape from Pompeii': reading

Unit info >

17

Weather: descriptive writing

Unit info >

18

'The Wild Robot': book club

Unit info >

19

Ancient Greeks or Anglo-Saxons: non-chronological report

2 unit options

Unit info >

20

'Arthur and the Golden Rope': reading

Unit info >

21

'The Happy Prince': narrative writing and reading

Unit info >

22

'Greenling': reading

Unit info >

23

'Whale Rider': narrative writing

Unit info >

24

Poetry inspired by weather

Unit info >

25

Speeches

Unit info >

26

'Danny Chung Does Not Do Maths': book club

Unit info >

27

'The Miraculous Journey of Edward Tulane': book club

Unit info >

28

Getting ready to debate

Unit info >

Year 5

Reading, writing & oracy

1

Developing reading preferences in Year 5

Unit info >

2

'How To Train Your Dragon': reading

Unit info >

3

'How to Train Your Dragon': diary and narrative writing

Unit info >

4

'Crazy about Cats': reading

Unit info >

5

The aye-aye or wild cats: non-chronological report

2 unit options

Unit info >

6

The Titanic: journalistic report writing

Unit info >

7

Introduction to debate

Unit info >

8

'The Viewer': narrative writing

Unit info >

9

'The Unforgotten Coat': book club

Unit info >

10

'The Highwayman': narrative writing

Unit info >

11

Poetry about personal experiences

Unit info >

12

'The Listeners': reading

Unit info >

13

School uniform: persuasive letter writing

Unit info >

14

'Mirror': reading

Unit info >

15

Shakespeare's 'Macbeth': narrative and soliloquy writing

Unit info >

16

'Front Desk': book club

Unit info >

17

'Front Desk': persuasive letter writing

Unit info >

18

'Oliver Twist': reading

Unit info >

19

'Curiosity: The Story of a Mars Rover': reading

Unit info >

20

The Amazon Rainforest: essay writing

Unit info >

21

'Princess Sophia Duleep Singh: My Story': reading

Unit info >

22

Harriet Tubman: biographical writing

Unit info >

23

Poetry inspired by animals

Unit info >

24

'Wonder': book club

Unit info >

25

Successful speeches

Unit info >

Year 6

Reading, writing & oracy

1

Developing reading preferences in Year 6

Unit info >

2

Shakespeare's 'Romeo and Juliet': diary and narrative writing

Unit info >

3

'Sherlock Holmes': descriptive and letter writing

Unit info >

4

'Coming To England': reading

Unit info >

5

Charles Darwin: biographical writing

Unit info >

6

Debating important topics

Unit info >

7

Pandas or Antarctic animals: non-chronological report

2 unit options

Unit info >

8

'Blackberry Blue': reading

Unit info >

9

'Girl of Ink and Stars': book club

Unit info >

10

'Shackleton's Journey': reading

Unit info >

11

Climate emergency: journalistic report writing

Unit info >

12

Poetry about migration

Unit info >

13

The Empire Windrush: diary writing

Unit info >

14

The Empire Windrush: essay writing

Unit info >

15

'Beowulf': reading

Unit info >

16

'Beowulf': narrative writing

Unit info >

17

'When Stars are Scattered': book club

Unit info >

18

'A Kind of Spark': reading

Unit info >

19

'A Kind of Spark': narrative writing

Unit info >

20

'When the Sky Falls': reading

Unit info >

21

'When the Sky Falls': narrative and journalistic report writing

Unit info >

22

Polar regions: essay writing

Unit info >

23

Poetry of place

Unit info >

24

Early Islamic civilisation: essay writing

Unit info >

25

'No Country' and 'Frizzy': graphic novels exploring identity and belonging

Unit info >

26

'Cloud Busting': book club

Unit info >

27

Talking transitions

Unit info >

Year 7

1

Step into the unknown: fiction reading and creative writing

Unit info >

2

The fundamentals of effective discussion

Unit info >

3

'The Tempest'

Unit info >

4

Poetry about place and home

Unit info >

5

Sherlock Holmes: short stories

Unit info >

6

'The Twisted Tree': fiction reading

Unit info >

7

Dystopian settings: descriptive writing

Unit info >

Year 8

1

Myths, legends and stories that inspire

Unit info >

2

'A Midsummer Night's Dream'

Unit info >

3

Taking a stand

Unit info >

4

Participating in effective debates

Unit info >

5

Single poet study: Maya Angelou

Unit info >

6

Victorian childhood: non-fiction reading and writing

Unit info >

7

A monster within: reading and writing Gothic fiction

Unit info >

8

Gothic poetry

Unit info >

9

A history of language

Unit info >

Year 9

1 'Lord of the Flies' Unit info >	**2** Women's rights across the ages: non-fiction reading and writing Unit info >	**3** Malevolent characters: fiction writing Unit info >
4 Literary perspectives from the First World War Unit info >	**5** Comparing poetry from the First World War Unit info >	**6** 'Small Island' Unit info >
7 Creating and performing slam poetry Unit info >	**8** 'Othello' Unit info >	

Year 10

Language

1 Non-fiction: crime and punishment Unit info >	**2** Fiction: read around the world Unit info >	**3** Non-fiction: letter writing Unit info >
4 Spoken language: the language of change Unit info >	**5** Fiction: science fiction writing Unit info >	**6** Non-fiction: changing views Unit info >
7 Fiction: ending stories Unit info >		

Year 11

Language

1 Spoken language masters: refining public speaking skills — Unit info >	**2** Fiction: books that changed my world — Unit info >	**3** Non-fiction: teenage kicks — Unit info >
4 Fiction: inner musings — Unit info >	**5** Non-fiction: explorers — Unit info >	**6** Writing masters — Unit info >

Mathematics

At Seva Education we place students in mixed age classes matched to need and/or ability. Whilst we try to place students in similar ability classes this is not always possible as a reading ability may be very different from a mathematical ability or social and emotional level of maturity.

In order to meet the needs of all students we teach using the White Rose scheme of work which allows teachers to teach concepts to mixed ability groups students can then also be supported by other adults in and out of class through the wide range of resources that are available in the White Rose scheme.

Students can be supported though the following resources:

- Long term overviews
- Medium term planning supported with explanation of the concepts being taught
- Individual lesson plans
- Whiteboard lessons plans
- Supplementary resources to support of challenge (for example true/false)
- Videos to explain mathematical thinking
- End of block and term assessments

Teaching using the scheme

1. We use end of year results and pupils progress meetings to agree a starting point for each student in classes.
2. Plan a whole class starter activity for use as whole class teaching. This could be a True/False activity for example, followed by some whiteboard work.
3. Decide how much learning each student will complete or if a practical activity will meet the needs of learners better.
4. Decide which students will be taught together and which could be supported by another adult 1:1 or as apart of a group.
5. Decide if a video will help explain a new concept or help to consolidate a concept for a student.

6. Deliver the lesson – use formative assessment during the lesson and intervene where necessary.
7. Mark work during the lesson if possible.
8. Review learning and adapt future teaching.

Yearly Mathematics Overviews
Each year group has an overview similar to the one below. These are all available on the White Rose Mathematics website (Maths & Science resources | CPD courses | White Rose Education) and all teachers have a log in allowing access to overviews, medium term plans, individual lesson plans and student resources. As the resources available from White Rose require a subscription there are examples included in this curriculum overview, but we cannot print the whole scheme. See examples from key stage 1 and 2 below. Teachers have access to the scheme through to year 10 and 11 materials which can prepare students for GCSE/IGCSE qualifications. Teachers also have access to material for students working at Reception levels, however, if a student is this far below age related expectations then they may be better placed on the Equals Curriculum.

Year 1 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number — Place value (within 10)					Number — Addition and subtraction (within 10)					Geometry — Shape	Consolidation
Spring	Number — Place value (within 20)			Number — Addition and subtraction (within 20)			Number — Place value (within 50)		Measurement — Length and height		Measurement — Mass and volume	
Summer	Number — Multiplication and division			Number — Fractions		Geometry — Position and direction	Number — Place value (within 100)		Measurement — Money	Measurement — Time		Consolidation

Year 1 Example Student Worksheet

Sort objects

White Rose MATHS

1 Sort the objects into groups.
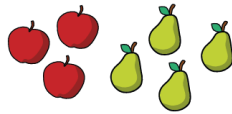
How did you sort them?

2 Sort the objects into groups.

How did you sort them?

3 Sort the shapes into two groups.
Draw each group.

4 Sort the shapes into three groups.
Draw each group.

How did you sort them?

5 Sort some objects in your classroom.
How did you do it?
Can you do it another way?

Year 4 Overview

|	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value**				Number **Addition and subtraction**			Measurement **Area**	Number **Multiplication and division A**			Consolidation
Spring	Number **Multiplication and division B**			Measurement **Length and perimeter**	Number **Fractions**					Number **Decimals A**		
Summer	Number **Decimals B**		Measurement **Money**		Measurement **Time**		Consolidation	Geometry **Shape**		Statistics	Geometry **Position and direction**	

35

Year 4 Teaching Resource

Represent numbers to 1,000
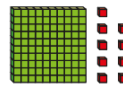
White Rose MATHS

Reasoning and problem solving

Whitney and Dexter have each made a number.
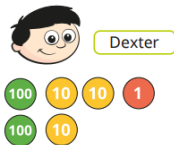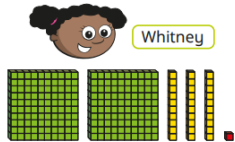
Whitney

Dexter

What numbers have they made?

What is the same about their numbers?
What is different?

Whitney and Dexter have both made the number 231

This is the number 19

What mistake has Ron made?

What is the number?

Ron has mistaken 100 for 10, and not used placeholders correctly.

109

This is the number 421

What mistake has Dora made?

What is the number?

Dora has not used the place value of each counter correctly.

142

Year 4 Example Worksheet

Represent numbers to 1,000

White Rose MATHS

1. How many marbles are there?

   100   100   100
   10   10   10   10
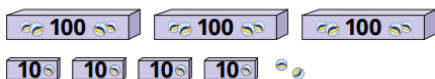
2. How many balloons are there?

   a)
   100   100   100   100   10   10

   b)
   10   10   100   100   10   10   10

   c)
   100   100

3. Here are some sweets.

   100 100 100 100 100 100 100 100 100 100

   10 10 10 10 10 10 10 10 10 10

   a) Ben takes 458 sweets.
      Circle the sweets Ben could have taken.
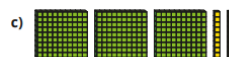
   b) Kim takes the rest of the sweets.
      How many sweets does Kim take?

4. What numbers are represented?

   a)

   b)

   c)

5. Use base 10 to make each number.

   a) 548   b) 232   c) 930   d) 606

Year 10 Example Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Similarity						Developing Algebra					
	Congruence, similarity and enlargement		Trigonometry				Equations and inequalities		Representing solutions		Simultaneous equations	
Spring	Geometry						Proportions and Proportional Change					
	Angles & bearings		Working with circles		Vectors		Ratios & fractions		Percentages and Interest		Probability	
Summer	Delving into data						Using number					
	Collecting, representing and interpreting data						Non-calculator methods		Types of number and sequences		Indices and Roots	

Foundation Subjects

Art and Design

Aims and purpose

This curriculum instils a passion for art, craft and design. students study a broad and diverse range of art and artists, as well as learning the knowledge and skills to develop their own reflective art practice. They have multiple opportunities to express their own ideas and experiences both in practical tasks and discussion, and the exposure to creative industries and professions fosters curiosity in opportunities beyond the classroom.

Teaching Overviews

Year 1

1 Mark making: using drawing tools and techniques — Unit info >	**2** Reflections on water: introducing painting — Unit info >	**3** Watery weavings: introducing textiles — Unit info >
4 The seasons: painting and colour mixing — Unit info >	**5** Create a flower garden: introducing the 7 elements of art — Unit info >	**6** Moon and space: drawing and mixed media — Unit info >

Year 2

1 I am beautiful: drawing and mixed media — Unit info >	**2** Our spaces: drawing and printing — Unit info >	**3** Me, myself and others: clay sculpture — Unit info >
4 Paradise island: drawing and sculpture — Unit info >	**5** Reclaimed materials: drawing, printing, sculpture — Unit info >	**6** Frank Bowling map paintings — Unit info >

Year 3

1

The Rainforest: drawing and painting

Unit info >

2

Monsters: sculpture and digital design

Unit info >

3

Creature Construction: sculpture

Unit info >

4

Insects: drawing and printmaking

Unit info >

5

Recycled robots: drawing and sculpture

Unit info >

6

Perfect Patterns: drawing and design

Unit info >

Year 4

1

Architecture: drawing and 3D design

Unit info >

2

Views of a local landmark: ceramics

Unit info >

3

Local landscape : painting

Unit info >

4

Dream portraits: drawing and digital design

Unit info >

5

Future fossils: drawing and sculpture

Unit info >

6

Hidden worlds: collage and mixed media

Unit info >

Year 5

1

Lettering: graphic design

Unit info >

2

Photography and painting: facial expressions in portraiture

Unit info >

3

Sculpture: make a mask

Unit info >

4

Drawing and sculpture: self identity

Unit info >

5

Abstract art: drawing, painting and textiles

Unit info >

6

Ceramics: cake culture

Unit info >

Year 6

1

Street Art: digital and new media

Unit info >

2

Urban Life: Drawing and design

Unit info >

3

Meaning and symbolism in art: drawing and painting

Unit info >

4

War and conflict in art: textiles

Unit info >

5

New Pop Art: sculpture and mixed media

Unit info >

6

Creative careers: critical and contextual

Unit info >

Year 7

1

An overview of art

Unit info >

2

An overview of craft

Unit info >

3

An overview of design

Unit info >

4

The elements of art

Unit info >

5

Art movements and art periods

Unit info >

6

The importance of nature in art

Unit info >

Year 8

1

Introducing creative careers

Unit info >

2

Spatial design: architecture and interiors working collaboratively to a brief

Unit info >

3

Craft: Biomorphic 3D design

Unit info >

4

Abstract painting: sustainable materials

Unit info >

5

Being curious about printing

Unit info >

6

Collage and Assemblage: sustainable materials

Unit info >

Year 9

1

The principles of art

Unit info >

2

Identity: exploring portraiture

Unit info >

3

Social action

Unit info >

4

The significance of nature in art

Unit info >

5

Art for wellbeing: expression and belonging

Unit info >

6

Connections: home, space and family

Unit info >

7

Personal identity

Unit info >

Year 10

1

Foundation workshops: selecting primary sources and recording observations

Unit info >

2

Foundation workshops: revisiting elements of art and principles of art

Unit info >

3

Foundation workshops: an introduction to the areas of study

5 unit options

Unit info >

4

Finding your artistic voice: an introduction to the creative process

5

Foundation workshops

5 unit options

6

First sustained project: working from a theme

6 unit options

Year 11

1

Sustained project: working from a theme changing perspectives

Unit info >

2

Foundation workshops: developing skills

6 unit options

Unit info >

3

Final independent sustained unit

Unit info >

4

Curating an exhibition

Unit info >

Computing
Aims and purpose

This curriculum enables students to become confident and efficient users of technology. The curriculum establishes the important knowledge in computing to provide a foundation for the technical nature of the subject. We aim for students to understand how the technology they use every day has an impact on the world around them, giving students the knowledge to express themselves and develop their ideas in real-world contexts.

Teaching Overviews

Year 1

1

Digital painting

Unit info >

2

Digital writing

Unit info >

3

Creating animations in programs

Unit info >

Year 2

1

Information technology in the world beyond school

Unit info >

2

Using IT to organise and present data

Unit info >

3

Building sequences in programs

Unit info >

Year 3

1

Computer networks

Unit info >

2

Stop-frame animation

Unit info >

3

Programming sequence using sound

Unit info >

4

Organising data using databases

Unit info >

5

Desktop publishing

Unit info >

6

Events and actions in programs

Unit info >

Year 4

1

The internet

Unit info >

2

Audio production

Unit info >

3

Repetition in programs

Unit info >

4

Data logging

Unit info >

5

Photo editing

Unit info >

6

Using repetition in programming to create a game

Unit info >

Year 5

1

Introduction to computer systems

Unit info >

2

Video production

Unit info >

3

Exploring selection in physical computing

Unit info >

4

Flat-file databases

Unit info >

5

Introduction to vector graphics

Unit info >

6

Using selection in programming to develop a quiz

Unit info >

Year 6

1	2	3
Communication and the internet	**Web page creation**	**Using variables in programming to develop a game**
Unit info >	Unit info >	Unit info >

4	5	6
Introduction to spreadsheets	**3D Modelling**	**Sensing movement with physical computing**
Unit info >	Unit info >	Unit info >

Design and Technology
Aims and purpose

This curriculum develops students' knowledge of and skills in design applied through the designing and making of prototypes. Students build design and technology capability by solving real-world problems in context-led units. They will evaluate their work and the work of others and critique how developments in design and technology impact the world's social, moral, and ethical issues. This will enable students to become responsible designers, citizens and consumers.

Teaching Overviews

Year 1

1	2	3
Frame structures: bridges	**Rotary mechanisms: windmills**	**Templates in textiles: puppets**
Unit info >	Unit info >	Unit info >

Year 2

1	2	3
Levers and sliders: moving cards	**Wheels and axles: vehicles**	**Freestanding structures: playgrounds**
Unit info >	Unit info >	Unit info >

Year 3

1

Pneumatics: moving toys

Unit info >

2

Shell structures: packaging

Unit info >

3

2D shapes to 3D products: stationery storage

Unit info >

Year 4

1

Levers and linkages: interactive books

Unit info >

2

Simple programming and control: light displays

Unit info >

3

CAD textiles: pattern design

Unit info >

Year 5

1

CAD structures: architecture

Unit info >

2

Pulleys and gears: electric vehicles

Unit info >

3

Combining fabrics: accessible textiles

Unit info >

Year 6

1

Cams: automata

Unit info >

2

Systems and control: sensor alarms

Unit info >

3

Products and people: inspirational design

Unit info >

Year 7

1

Principles of materials and manufacturing

Unit info >

2

Prototypes with mechanisms: promotional displays

Unit info >

3

Communication

Unit info >

Year 8

1

Collaborative design: tactile toys to teach

Unit info >

2

Ergonomic design: accessible controllers

Unit info >

3

Material testing

Unit info >

Year 9

1

Functional prototypes: wearable technology

Unit info >

2

Developments in new materials: supporting new parents

Unit info >

3

Circular economy

Unit info >

Year 10

1
Product analysis: encouraging healthy lifestyles

Unit info >

2
Systems approach to design: Sustainable Futures

Unit info >

3
Iterative design: Nature

3 unit options

Unit info >

4
Investigate and research: High profile event

Unit info >

5
Interative design: Student Living

3 unit options

Unit info >

6
Inclusive design: An ageing population

Unit info >

7
Case study: Supporting developing countries

Unit info >

Year 11

1
Core principles

Unit info >

2
Technical principles

Unit info >

3
Designing and Making Principles

Unit info >

4
Iterative Design Principles

Unit info >

Modern Foreign Language - French

Aims and purpose

This curriculum enables students to manipulate language so that they can build their own meaning, sentences and structures independently. It enables students to be effective communicators who can confidently use their knowledge and skills to become global citizens and lifelong linguists, with a clear understanding of language and culture.

Teaching Overviews

Year 3

1

Me and others: singular 'être' and regular adjectives

Unit info >

2

What I and others have: singular 'avoir' and nouns

Unit info >

3

What I and others do: singular regular -er verbs

Unit info >

4

Numbers: 'il y a', plural nouns

Unit info >

5

Poem: Unique et spécial

Unit info >

Year 4

1

Introductions: singular 'être', 'avoir', and regular adjectives

Unit info >

2

Activities: singular regular -ER verbs

Unit info >

3

What I and others like: opinion verbs

Unit info >

4

People, places, things: adjective agreement, subject pronouns 'it'

Unit info >

5

What I and others like doing: 2-verb phrases

Unit info >

6

Telling a story

Unit info >

Year 5

1

Me and others: plural 'être' and regular adjectives

Unit info >

2

Celebrations in France and Haiti: plural -ER verbs, est-ce que, negation

Unit info >

3

What I and others have: plural 'avoir' and nouns

Unit info >

Year 6

1

School: 'avoir', 'être' , 'il y a' and regular verbs in the present

Unit info >

2

Where I am going: 'aller' singular persons, où est-ce que

Unit info >

3

What I and others do: 'faire' singular persons, qu'est-ce que

Unit info >

4

What we like to do: 'faire' plural persons, 2-verb structures

Unit info >

5

Poem: Ton Christ est juif

Unit info >

6

Languages and me: I am secondary ready

Unit info >

Year 7

1

Greeting: singular 'être' and regular adjectives

Unit info >

2

Belongings: singular 'avoir', nouns and indefinite articles

Unit info >

3

People: singular 'avoir' and 'être' and definite articles

Unit info >

4

Activities: singular 'faire'

Unit info >

5

Poem: Sept Couleurs Magiques

Unit info >

6

Activities: singular verbs in the present tense

Unit info >

7

Activities: plural verbs in the present tense

Unit info >

8

Family life: numbers, plural nouns, plural 'avoir' & 'être'

Unit info >

9

Everyday situations: plural 'faire'

Unit info >

10

Places to go: singular 'aller'

Unit info >

11

Poem: Familiale

Unit info >

12

Places and people: plural 'aller' and -ER present tense verbs

Unit info >

13

School life: inversion questions and singular common -RE & -IR verbs

Unit info >

14

Everyday life: negation with ne … pas in the present tense

Unit info >

15

Paris and Nice: adjective placement

Unit info >

16

My plans: aller + infinitive

Unit info >

17

Summer activities: modal verbs in two-verb structures

Unit info >

18

Poem: L'homme qui te ressemble (René Philombé)

Unit info >

Year 8

1

Say and write new words in French: gender, nouns, alphabet

Unit info >

2

Jobs: 'avoir' and 'être', feminine nouns

Unit info >

3

Celebrations and festivals: numbers, dates, 'on' in present tense

Unit info >

4

Everyday life: -ER verbs in the present and past

Unit info >

5

Past experiences: -ER verbs in the present and past

Unit info >

6

Everyday activities: preposition 'de', partitive, frequent -IR and -RE verbs

Unit info >

7

School life: -IR verbs in the present, uses of 'vous' and 'on'

Unit info >

8

In the news: plural adjectives

Unit info >

9

New places: modal verbs, aller + infinitive, negation

Unit info >

10

Friends and family: comparison with adjectives and adverbs

Unit info >

11

Language learning: plural -RE verbs in the present

Unit info >

12

The environment: -RE verbs in the present, adjectives

Unit info >

13

Past events: the perfect tense, questions

Unit info >

Year 9

1

Music and other cultural events: être, adjectives, -ER verbs, questions

Unit info >

2

Future plans and work experience: 2-verb phrases with 'aller', modals, 'il faut'

Unit info >

3

Canada: verbs in the present, negation

Unit info >

4

People and places: present and perfect tense

Unit info >

5

Routines: numbers 32-69, time

Unit info >

6

Winter celebrations: present tense, adjectives, comparatives, partitive

Unit info >

7

Past and present events: perfect tense, negation, questions

Unit info >

8

How things used to be: imperfect tense, ordinal numbers

Unit info >

9

Everyday life: subject and object pronouns, present tense

Unit info >

10

Future and past events: 2-verb structures with prepositions

Unit info >

11

Historical events: perfect tense

Unit info >

12

Refugees in France: reflexive verbs

Unit info >

13

Ongoing past events: imperfect tense

Unit info >

14

Paris: indefinite adjectives

Unit info >

Year 10

1

Popular culture: mes intérêts

Unit info >

2

Communication and the world around us: 'La France est belle !'

Unit info >

3

People and lifestyle: visites et rendez-vous

Unit info >

4

Popular culture: des personnalités francophones

Unit info >

5

Communication and the world around us: mon nouveau pays

Unit info >

6

People and lifestyle: Ma famille

Unit info >

7

People and lifestyle: Au collège

Unit info >

8

People and lifestyle: Ma carrière

Unit info >

9

People and lifestyle: Au boulot

Unit info >

10

People and lifestyle: Mes amis

Unit info >

11

Communication and the world around us: Là où j'habite

Unit info >

12

People and Lifestyle: Mes projets

Unit info >

13

Popular culture: les médias

Unit info >

Year 11

1

Popular culture: Des pays francophones

Unit info >

2

Popular culture/Communication and the world around us: la culture francophone

Unit info >

3

Communication and the world around us: À l'avenir

Unit info >

4

Popular culture: La vie quotidienne

Unit info >

5

Communication and the world around us: Un film francophone

Unit info >

6

People and lifestyle: Faire de bons choix

Unit info >

7

Communication and the world around us: Révisions: la vie en francophonie

8

People and lifestyle: Révisions: Les études

9

Communication and the world around us: Révisions: En ligne

10

Communication and the world around us: Révisions: Personnes et lieux

Unit info >

11

On prépare aux examens

Unit info >

Geography
Aims and purpose

Our curriculum aims to develop students' understanding and curiosity of the world and their place in it. Through carefully structured learning of geographical processes, places, and investigative techniques, students will analyse geographical patterns and address the social and environmental challenges the world faces.

Teaching Overviews

Year 1

1	**2**	**3**
Local area: where do we go to school?	Local area: where do we live?	Continents and oceans: what can we find out about the world?
Unit info >	Unit info >	Unit info >
4	**5**	**6**
Seasons: how does the weather change through the year?	Local area: how do we read maps and plan routes?	Local to global: how can we identify special places?
Unit info >	Unit info >	Unit info >

Year 2

1	**2**	**3**
The UK: what kind of place is it?	Life in a capital city: London/Cardiff 2 unit options	Cold places: what is it like at the North and South Poles?
Unit info >	Unit info >	Unit info >
4	**5**	**6**
Hot places: where are they and what are they like?	Local area: why is (our place) special?	What is it like to live in Tanzania? 2 unit options
Unit info >	Unit info >	Unit info >

Year 3

1

Land use: how diverse are local and UK landscapes?

Unit info >

2

The water cycle: why is it important?

Unit info >

3

Rivers: what's special about them?

Unit info >

4

Climate zones: what are they and why do they matter?

Unit info >

5

Settlements: where do people live and why?

Unit info >

6

Local area: how is it changing?

Unit info >

Year 4

1

The UK: who are we?

Unit info >

2

Mountains and volcanoes: what, where and why?

Unit info >

3

UK region: why is the Lake District a national park?

Unit info >

4

Europe: how diverse are its landscapes and places?

Unit info >

5

Europe: what is it like to live in northern Italy?

Unit info >

6

Local area: what needs changing?

Unit info >

Year 5

1

Local and global: why are trees and forests important?

Unit info >

2

Natural resources: what are they, where are they found, why are they important?

Unit info >

3

North and South America: how diverse are their places and landscapes?

Unit info >

4

South America: why does the Amazon matter?

Unit info >

5

Energy: how do we power the world?

Unit info >

6

Sustainable world: does it matter how we live?

Unit info >

Year 6

1

Time zones: can we time travel on planet Earth?

Unit info >

2

Earthquakes: how do they change the world?

Unit info >

3

Farms and factories: where does our food come from?

Unit info >

4

Coasts: what happens where the land meets the sea?

Unit info >

5

Global trade: how do we get our stuff?

Unit info >

6

Around the world in 80 days: what have we learnt about our world?

Unit info >

Year 7

1

Geography: what makes a geographer?

Unit info >

2

Weather and climate: how do they vary?

Unit info >

3

Population: where do people live?

Unit info >

4

Coasts: what shapes life at the coast?

Unit info >

5

Forest biomes: why are forests so important?

Unit info >

6

India: a global superpower?

Unit info >

7

China: a global superpower?

Unit info >

Year 8

1

Globalisation: Is the world shrinking?

Unit info >

2

Rocks, weathering and soil: Why is geology important?

Unit info >

3

Tectonic hazards: Why is the Earth restless?

Unit info >

4

Development: How unequal is our planet?

Unit info >

5

Cities: What are they like to live in?

Unit info >

6

The Democratic Republic of Congo: What are its opportunities and challenges?

Unit info >

7

Nigeria: An African superpower?

Unit info >

Year 9

1

Rivers: How do rivers shape the land?

Unit info >

2

Natural resources: Can we meet the Earth's needs?

Unit info >

3

The Middle East: How have natural resources changed the Middle East?

Unit info >

4

Ice and glaciers: How are cold places affected by a warming planet?

Unit info >

5

Russia: How does geography shape the country?

Unit info >

6

Anthropocene: What is the impact of humans on the world?

Unit info >

Year 10

1

Geographical skills

Unit info >

2

Natural and tectonic hazards

Unit info >

3

Weather hazards

Unit info >

4

Climate change

Unit info >

5

Ecosystems, biomes and the biosphere

Unit info >

6

Tropical rainforest

Unit info >

7

Hot desert and cold environments

2 unit options

Unit info >

8

UK physical landscapes

Unit info >

9

Coastal, river and glacial landscapes

3 unit options

Unit info >

10

Patterns of global urbanisation

Unit info >

11

Jakarta: case study of a major city in a Newly Emerging Economy

Unit info >

12

Liverpool: case study of a UK city

Unit info >

Year 11

1
Fieldwork

Unit info >

2
Global variations in economic development

Unit info >

3
Indonesia: case study of a Newly Emerging Economy

Unit info >

4
Economic futures in the UK

Unit info >

5
Resources in the UK

Unit info >

6
Global pattern of resources

3 unit options

Unit info >

7
Decision making in geography

Unit info >

History
Aims and purpose

Our History curriculum inspires curiosity about the past and develops students' understanding of history as a discipline. We provide a comprehensive narrative of British history situated within wider world developments. Our curriculum helps students understand historical concepts, methods of enquiry, and how different aspects of the past have been interpreted. We equip students to ask historical questions and make connections across different time periods.

Teaching Overviews

Year 1

1

Elizabeth II: what was her life like?

Unit info >

2

Photographs from history: what can they tell us about Britain's recent past?

Unit info >

3

Traditional stories: what do they tell us about the distant past?

5 unit options

Unit info >

4

Significant explorers: How has seafaring changed over time?

4 unit options

Unit info >

Year 2

1

Significant rulers from the past: what can their stories tell us?

2 unit options

Unit info >

2

Queen Victoria: how did Britain change during her lifetime?

Unit info >

3

Significant individuals who changed Britain: how did they fight for change?

Unit info >

Year 3

1

Stone Age Britain: what do archaeologists think they know about it?

Unit info >

2

Bronze and Iron Age Britain: how did life change during this time?

Unit info >

3

Ancient Egypt: what stayed the same across 3,000 years?

Unit info >

4

Sumer and other early civilisations: what made them similar?

Unit info >

5

The earliest civilisations: the Indus and the Shang

2 unit options

Unit info >

6

Iron Age Britain: what have historians learnt about Iron Age Britain?

Unit info >

Year 4

1

Ancient Greek civilisation: what do we know about ancient Greece?

Unit info >

2

Ancient Greek civilisation: what is its most significant legacy?

Unit info >

3

Ancient Greek civilisation: why is Alexander called 'The Great'?

Unit info >

4

The Romans: what did it mean to be a Roman?

Unit info >

5

The Romans: what impact did the Romans have on Britain?

Unit info >

6

The Romans: what is the story of Christianity's rise?

Unit info >

Year 5

1

Britain after the Romans: how did Christianity survive in the British Isles?

Unit info >

2

Early Islamic civilisation: how did Baghdad become the 'City of Peace'?

Unit info >

3

Early Islamic civilisation: what connected Baghdad to the wider world?

Unit info >

4

Britain's settlement by Anglo-Saxons: what changed after the Romans left?

Unit info >

5

The Anglo-Saxons: how do we know about life in Anglo-Saxon England?

Unit info >

6

The Vikings: why did they come to the British Isles?

Unit info >

Year 6

1

The Great War: how did the Great War affect local people and their communities?

Unit info >

2

The Vikings: how do we know so much about Viking York?

Unit info >

3

The Vikings: how did Viking settlement change Britain?

Unit info >

4

Non-European societies: Benin or the Maya

2 unit options

Unit info >

5

Significant turning points: how did experiences differ during WWII?

Unit info >

6

Significant turning points: in what ways did Britain change after WWII?

Unit info >

Year 7

1

The Christian Church: how completely did the Great Schism transform Christendom?

Unit info >

2

11th-century Islamic worlds: how similar were the regions of the Islamic world?

Unit info >

3

The Norman Conquest: how do we know about the impact of the Conquest on England?

Unit info >

4

The Crusades: did Europeans go on crusade to capture the 'holy land'?

Unit info >

5

Medieval women: what can we learn from Matilda about women in medieval England?

Unit info >

6

England under Henry II: how successfully did Henry reassert royal authority?

Unit info >

7

Magna Carta: how did Magna Carta survive?

Unit info >

8

Edward I: What stopped Edward uniting all of Britain?

Unit info >

9

Local history: how similar were medieval lives in Norwich?

Unit info >

10

Medieval West Africa: why was medieval Mali so successful?

Unit info >

11

The Black Death and the Silk Road: how connected was the medieval world?

Unit info >

12

The Peasants' Revolt: why do historians disagree about its causes?

Unit info >

13

The Wars of the Roses: what does it tell us about fifteenth-century England?

Unit info >

14

The Renaissance: what do the artefacts of the Renaissance tell us about it?

Unit info >

Year 8

1

Henry VIII and the Reformation: how unusual was the English Reformation?

Unit info >

2

Elizabeth I: why has Elizabeth been represented so differently?

Unit info >

3

Life in Tudor England: was there a 'Golden Age' for the poor?

Unit info >

4

European conquest of the Americas: why was its impact so devastating?

Unit info >

5

The English Civil War: what can pamphlets tell us about 17th century politics?

Unit info >

6

The Glorious Revolution: how do historians' views of it differ?

Unit info >

7

Transatlantic Slavery: how were West African societies impacted?

Unit info >

8

The Mughal Empire: how important was violence to the Mughal conquests in India?

Unit info >

9

The British Empire: why did it grow in the 17th and 18th centuries?

Unit info >

10

The East India Company: when did Mughal authority collapse?

Unit info >

11

The emergence of cabinet government: why did Walpole become Prime Minister?

Unit info >

12

The Enlightenment: what was the Enlightenment?

Unit info >

13

The French Revolution: How did Europe respond to the French Revolution?

Unit info >

Year 9

1

The Haitian Revolution: what was its role in the abolition of the slave trade?

Unit info >

2

The Industrial Revolution: did industrialisation revolutionise people's lives?

Unit info >

3

Widening the franchise: who gained the right to vote?

Unit info >

4

The British Empire: how far was it transformed in the mid-nineteenth century?

Unit info >

5

Interpreting the British Empire: how has it been commemorated and contested?

Unit info >

6

Women's suffrage: why did it take so long for women to get the vote in Britain?

Unit info >

7

World War One: how 'total' was it for people in the British Empire?

Unit info >

8

The Russian Revolution: did communism completely transform Russian society?

Unit info >

9

WW2: which events turned the tide in the story of the Second World War?

Unit info >

10

The Holocaust: what was the Holocaust?

Unit info >

11

Decolonisation: how similar was decolonisation throughout the British Empire?

Unit info >

12

Post-war Britain: for whom did the United Kingdom become a 'New Jerusalem'?

Unit info >

13

Thematic study: how has the role of women in British society changed?

Unit info >

Year 10

1

Migration: how was medieval Britain impacted by conquest and settlement?

Unit info >

2

Migration: what caused westward migration from the 16th to the 18th centuries?

Unit info >

3

Migration: how did Britain expand its control over India and Africa?

Unit info >

4

Migration: in what ways did empire impact migration to and from Britain?

Unit info >

5

Migration: understanding post-WW2 migrant experiences

Unit info >

6

Norman England: why did William conquer England?

Unit info >

7

Norman England: how did William the Conqueror subdue England?

Unit info >

8

Norman England: how far did Norman government change England?

Unit info >

9

Norman England: in what ways did life change for ordinary people?

Unit info >

10

Norman England: how different was the English Church by 1100?

11

Historic environment (Norman England)

6 unit options

Year 11

1

USA boom years: how did the 'boom' affect the American people?

Unit info >

2

USA bust years: how did the Great Depression affect the American people?

Unit info >

3

USA New Deal and WW2: how far did the American economy recover?

Unit info >

4

USA Society: how far did American society change after WW2?

Unit info >

5

USA Civil Rights: how successful was the American civil rights movement?

Unit info >

6

Cold War origins: what led to the breakdown of the 'Grand Alliance'?

Unit info >

7

Cold War development: how did the Cold War develop in Asia?

Unit info >

8

Cold War development: how peaceful was 'peaceful co-existence'?

Unit info >

9

Cold War transformation: was the world on the brink of a nuclear war?

Unit info >

10

Cold War transformation: why did tensions ease by 1972?

Music
Aims and purpose

Our Music curriculum develops students as musicians, fostering a deeper understanding of the subject as a platform for a lifelong connection with music. Through performance, composition and engaged listening, students develop their musicianship and experience a diverse range of musicians and styles, enabling them to embrace creativity and expression and build their understanding of and confidence in making music both individually and with others.

Teaching Overviews

Year 1

1

Start with singing: finding my singing voice

Unit info >

2

Singing together: how singing makes me feel

Unit info >

3

Compose and Create: exploring and performing rhythm patterns

Unit info >

4

Music and movement: feeling the pulse and changing the tempo

Unit info >

5

Compose and create: high and low melodic responses

Unit info >

6

Singing for performance: warming up my voice so I'm ready to sing

Unit info >

Year 2

1

Start with singing: changing tempo and dynamics in our songs

Unit info >

2

Singing together: how singing helps us work together

Unit info >

3

Compose and create: recording our musical ideas using a graphic score

Unit info >

4

Music and movement: using symbols to represent pitch

Unit info >

5

Compose and create: improvising with four notes

Unit info >

6

Singing for performance: adding a simple second part

Unit info >

Year 3

1

Start with playing: adding percussive layers to build to texture in our songs

Unit info >

2

Singing together: how songs are used in communities

Unit info >

3

Compose and Create: notating and performing using rhythm grids

Unit info >

4

Playing together: building texture with melody, drone and ostinato

Unit info >

5

Compose and Create: composing a pentatonic melody using a simplified stave

Unit info >

6

Singing for performance: holding a second part in rounds and partner songs

Unit info >

Year 4

1

Start with playing: adding layers to major and minor songs

Unit info >

2

Singing together: how stories are shared through song

Unit info >

3

Compose and Create: improvising within Hindustani classical music

Unit info >

4

Playing together: effective rehearsing as part of an ensemble

Unit info >

5

Compose and Create: composing a major melody on a stave

Unit info >

6

Singing for performance: discovering different ways to sing in harmony

Unit info >

Year 5

1
Sing, play, perform: adding tuned accompaniment to part-singing

Unit info >

2
Singing together: how songs unite us

Unit info >

3
Compose and rehearse: creating and combining minimalist cells

Unit info >

4
Playing Together: polyrhythms as part of an ensemble

Unit info >

5
Compose and Create: composing a minor melody on a stave

Unit info >

6
Singing for performance: discovering different vocal timbres

Unit info >

Year 6

1
Sing, play, perform: syncopation in songs

Unit info >

2
Singing together: how songs have the power for change

Unit info >

3
Compose and rehearse: improvising over a three chord structure

Unit info >

4
Playing together: arranging and rehearsing a fusion performance

Unit info >

5
Compose and Create: creating melodic variations based on a theme

Unit info >

6
Singing for performance: conveying emotion and character through performance

Unit info >

Year 7

1

Singing fundamentals

Unit info >

2

Keyboard fundamentals

Unit info >

3

Fundamental drum grooves

Unit info >

4

Extending keyboard skills

Unit info >

5

Unison and harmony in Nigerian choral singing

Unit info >

6

Fills and variation in RnB drum grooves

Unit info >

7

Syncopation and pentatonic melodies

Unit info >

8

Two-part harmony in pop style singing

Unit info >

9

Simple chords and basslines with a drum groove

Unit info >

10

Composing for melody and accompaniment (optional)

Unit info >

11

Wider Listening: European music, rock'n'roll, influence of Windrush (optional)

Unit info >

Year 8

1

Major and minor keys and dotted rhythms

Unit info >

2

Extended textures (and major and minor scales) in group singing

Unit info >

3

Swing rhythm, chords and bass in pop music

Unit info >

4

Extending keyboard technique

Unit info >

5

Polyphony, pulse and vocal articulation in singing

Unit info >

6

Harmonic rhythm, off-beats and idiomatic timbre in EDM

Unit info >

7

Performing with changing accidentals and rhythmic drive

Unit info >

8

Finnish chordal singing and developing independent lines

Unit info >

9

Recreating the sound of 90s Grunge

Unit info >

10

Wider listening: French art music, Funk, Disco and south Asian music (optional)

Unit info >

Year 9

1	2	3
Orchestral Melodies	**Singing the blues scale in 20th century song**	**Hooks and riffs in Disco and Contemporary Rap**
Unit info >	Unit info >	Unit info >

4	5	6
Developing understanding of phrasing, melody and harmony in the WCT	**A cappella singing**	**The bass, hooks and grooves of 80s pop**
Unit info >	Unit info >	Unit info >

7	8	9
Developing quality in homophonic singing	**The origin and key features of Blues music**	**The role of improvision, harmony and rhythm in blues composition**
Unit info >	Unit info >	Unit info >

10	11	12
Composing to a brief (optional)	**Creating contrast in composition (optional)**	**Wider listening: music from the wider world (optional)**
Unit info >	Unit info >	Unit info >

Year 10

1 Music theory for GCSE Unit info >	**2** Intro to song writing Unit info >	**3** Intro to writing for melody and accompaniment Unit info >
4 Baroque solo concerto Unit info >	**5** 12 bar blues Unit info >	**6** Baroque concerto grosso Unit info >
7 Rock anthems Unit info >	**8** The orchestral music of J.S. Bach Unit info >	**9** Film music 1 Unit info >
10 Bhangra Unit info >	**11** Pop ballad Unit info >	**12** Romantic concerto Unit info >

13 North Indian classical music Unit info >	**14** Film music 2 Unit info >	**15** Fusion of Western Classical and Pop music Unit info >
16 Frozen Planet Unit info >	**17** Samba Unit info >	**18** Toto - Africa Unit info >
19 Jazz and Blues Unit info >	**20** Solo artists in the 21st century Unit info >	**21** Computer game music Unit info >

Year 11

1
Solo artists: Rihanna

Unit info >

2
Set works: Wicked, Release, Queen, Pathetique

Unit info >

3
Writing for solo and accompaniment

Unit info >

4
Composition to a brief exemplars

Unit info >

5
Free composition exemplars

Unit info >

6
Long form writing

Unit info >

7
Dictation

Unit info >

8
Listening to musical elements

Unit info >

Physical Education
Aims and purpose

Our Physical Education curriculum develops students' physical, psychological, social and emotional wellbeing. Competence and confidence are built alongside a focus on being active across a diverse range of sports and physical activities. Students' enjoyment and motivation encourages lifelong participation and healthy, active lifestyle choices.

Teaching Overviews

Year 1

1 Locomotion: running and jumping	2 Health and wellbeing: the effects of exercise	3 Dance: my moves, my brilliant body
Unit info >	Unit info >	Unit info >
4 Ball skills: sending, receiving and dribbling	5 Gymnastics: individual movements and balances	6 Outdoor adventurous activities: working as a team
Unit info >	Unit info >	Unit info >
7 Dance: my moves, my journeys	8 Ball skills: pushing and striking	
Unit info >	Unit info >	

Year 2

1

Locomotion: running, jumping and dodging

Unit info >

2

Health and wellbeing: agility, balance and coordination

Unit info >

3

Dance: my world, weather

Unit info >

4

Ball skills: passing, dribbling and scoring

Unit info >

5

Gymnastics: linking movements and balances

Unit info >

6

Outdoor adventurous activities: team building

Unit info >

7

Ball skills: hitting and striking

Unit info >

8

Dance: my world, how we dance

Unit info >

Year 3

1

Outdoor adventurous activities: team challenges

Unit info >

2

Invasion games: principles of attack and defence through ball games

Unit info >

3

Dance: my word links to language

Unit info >

4

Invasion games: principles of attack and defence in netball

Unit info >

5

Net and wall games: tactics and strategies to overcome an opponent

Unit info >

6

Gymnastics: movements, balances and sequence composition

Unit info >

7

Health and wellbeing: mindfulness and meditative balances

Unit info >

8

Athletics: athletic challenges

Unit info >

9

Striking and fielding games: fielding vs batting

Unit info >

Year 4

1

Outdoor adventurous activities: solving problems

Unit info >

2

Invasion games: maintaining possession and stopping an attack in ball games

Unit info >

3

Dance: traditional dance of the British Isles

Unit info >

4

Invasion games: maintaining possession and stopping an attack through basketball

Unit info >

5

Net and wall games: tactics to overcome an opponent through pickleball

Unit info >

6

Gymnastics: symmetry and asymmetry

Unit info >

7

Health and wellbeing: mindfulness, meditative balances and relaxation techniques

Unit info >

8

Athletics: athletic challenges developed

Unit info >

9

Striking and fielding games: tactics and strategies through racing rounders

Unit info >

Year 5

1

Outdoor adventurous activities: orienteering

Unit info >

2

Invasion games: shooting, scoring and denying space in ball games

Unit info >

3

Invasion games: shooting, scoring and denying space through hockey

Unit info >

4

Net and wall games: tactics to overcome an opponent through tennis

Unit info >

5

Striking and fielding games: striking and fielding skills through cricket

Unit info >

6

Gymnastics: counter balance and counter tension

Unit info >

7

Gymnastics: flight

Unit info >

8

Dance: your tag, everyday art

Unit info >

9

Health and wellbeing: stamina, strength and flexibility

Unit info >

10

Athletics: enhanced athletic challenges

Unit info >

Year 6

1

Outdoor adventurous activities: leadership

Unit info >

2

Invasion games: scenarios, tactics and power play in ball games

Unit info >

3

Invasion games: scenarios, tactics and power play through tag rugby

Unit info >

4

Net and wall games: tactics to overcome an opponent through badminton

Unit info >

5

Striking and fielding games: striking and fielding tactics through rounders

Unit info >

6

Gymnastics: matching and mirroring

Unit info >

7

Dance: the power of unity

Unit info >

8

Health and wellbeing: stamina, strength and flexibility refined

Unit info >

9

Athletics: athletic challenges refined

Unit info >

10

Gymnastics: developing confidence and creative movement through Parkour

Unit info >

Year 7

1

Outdoor adventurous activities: teamwork, fitness and movement skills

Unit info >

2

Invasion games: basic tactics to overcome opponents in donor sports

Unit info >

3

Invasion games: basic tactics to overcome opponents through futsal

Unit info >

4

Gymnastics: body control and paired sequences

Unit info >

5

Net and wall games: maintain and win a rally through pickleball

Unit info >

6

Invasion games: basic tactics to overcome opponents through netball

Unit info >

7

Dance: identity

Unit info >

8

Striking and fielding games: bowling, batting and fielding with accuracy

Unit info >

9

Athletics: run, jump, throw and officiate

Unit info >

Year 8

1

Inclusive sports: teamship, communication and awareness of others

Unit info >

2

Invasion games: tactics and strategies to outwit opponents in donor sports

Unit info >

3

Invasion games: tactics and strategies to outwit opponents through football

Unit info >

4

Health and wellbeing: long term benefits of physical activity through circuits

Unit info >

5

Gymnastics jigsaw: technical fluency and group performance analysis

Unit info >

6

Net and wall games: technical proficiency and problem solving through badminton

Unit info >

7

Invasion games: tactics and strategies to outwit through rugby

Unit info >

8

Dance: crossing continents

Unit info >

9

Outdoor adventurous activities: physical and intellectual challenges

Unit info >

10

Striking and fielding games: competition and performance analysis in cricket

11

Athletics: train and perform in a sport education season

Year 9

1

Invasion games: adapt tactics and strategies in contact sports

Unit info >

2

Invasion games: adapt tactics and strategies through handball

Unit info >

3

Net and wall games: understand effective performance in badminton

Unit info >

4

Gymnastics: control, confidence and creativity in parkour

Unit info >

5

Health and wellbeing: healthy leadership and effective reviewing skills

Unit info >

6

Invasion games: adapt tactics and strategies through Gaelic football

Unit info >

7

Dance: the challenge

Unit info >

8

Net and wall games: overcome opponents in tennis challenges

Unit info >

9

Striking and fielding: officiating your own small sided cricket games

Unit info >

10

Athletics: fitness development of pace or power

Year 10

1

Health and wellbeing: commitment to a personalised training plan

Unit info >

2

Invasion games: tactics and strategies in tchoukball

Unit info >

3

Invasion games: tactics and strategies in hockey

Unit info >

4

Gymnastics: technique, body control and constructive feedback in trampolining

Unit info >

5

Net and wall games: tactics and strategies in volleyball

Unit info >

6

Dance: phenomenal

Unit info >

7

Invasion games: tactics and strategies in world games

Unit info >

8

Striking and fielding games: evaluate and improve performance in softball

Unit info >

9

Outdoor adventurous activities: outdoor and athletic pursuits

Unit info >

10

Striking and fielding games: teaching others to play creative cricket games

Year 11

1

Health and wellbeing: HIIT and couch to 5k team challenges to develop fitness

Unit info >

2

Invasion games: problem solving with tactics and strategies through T1 rugby

Unit info >

3

Invasion games: tactics and strategies when leading a team in korfball

Unit info >

4

Health and wellbeing: yoga, pilates and mindfulness for life

Unit info >

5

Health and wellbeing: martial arts and self-defence

Unit info >

6

Dance: movie moves

Unit info >

7

Net and wall games: teaching others tactics and strategies in table tennis

Unit info >

8

Target games: experience lifestyle games like golf and kubb

Unit info >

Religious Education
Aims and purpose

Our Religious Education curriculum prepares students to navigate the diversity of religious and non-religious worldviews they may encounter at school and throughout their lives. Students will build their understanding of religious and non-religious worldviews in human life, their teaching and traditions as well as the day-to-day experience of followers. Our aim is that through studying these, students understand the place of religion and non-religion in Britain today.

Teaching Overviews

Year 1

1

New life: how is a new child welcomed?

Unit info >

2

Jesus: why is he so important to Christians?

Unit info >

3

Communities: what does it mean to belong?

Unit info >

4

Caring: how do stories inspire actions?

Unit info >

5

Stories: how do different people find deeper meanings?

Unit info >

6

Places of worship: what makes them sacred?

Unit info >

Year 2

1

The Bible: what does it say about God's promises?

Unit info >

2

Festivals: How do they celebrate the natural world?

Unit info >

3

Hindus: what do Hindu stories teach about life and the world?

Unit info >

4

Choices: Do we need rules to live by?

Unit info >

5

The World: How do different people explain how it started?

Unit info >

6

Prayer: Is it possible to speak to God?

Unit info >

Year 3

1

Muslims: how does prayer and fasting help Muslims find harmony?

Unit info >

2

Festivals: How do ancient stories influence modern celebrations?

Unit info >

3

Pesach: How do Jews remember God's covenant?

Unit info >

4

Holy Week: what do the stories say and what is their meaning?

Unit info >

5

Rites of Passage: How do communities mark growing up?

Unit info >

6

Spirituality: How do music and dance express beliefs?

Unit info >

Year 4

1

Sikhs: how does Guru Nanak inspire Sikhs today?

Unit info >

2

Natural world: what does dharma teach about attitudes to the planet?

Unit info >

3

Jesus: How does his treatment of outcasts speak to Christians today?

Unit info >

4

Prophet Muhammad: how does he inspire Muslims today?

Unit info >

5

Pilgrimage: why might some people visit Jerusalem, Karbala or Makkah?

Unit info >

6

Spirituality: how is art used in religions and beliefs?

Unit info >

Year 5

1

Jews: how does remembering maintain Jewish identity?

Unit info >

2

Jesus: how did he speak truth to power?

Unit info >

3

Forgiveness: Is reconciliation possible?

Unit info >

4

Muslims: What are the joys and challenges of being Muslim in Britain?

Unit info >

5

Humanists: How can you lead a happy and meaningful life?

Unit info >

6

Buddhists: who was the Buddha and what does he mean for Buddhists?

Unit info >

Year 6

1

Hindus: how do Hindus see Brahman?

Unit info >

2

Sikhs: What does khalsa mean to Sikhs today?

Unit info >

3

Pilgrimage: why are people still drawn to ancient places?

Unit info >

4

The Church: Has there always been diversity?

Unit info >

5

Ethics: What values might people live by?

Unit info >

6

Worldviews: How is our country and community changing?

Unit info >

Year 7

1

Blik: how do I interpret the world around me?

Unit info >

2

Abraham: what is the significance of covenants for Jews, Christians and Muslims?

Unit info >

3

Prophethood: how are Abrahamic faiths connected through prophets?

Unit info >

4

Denominations: why did the Christian Church become diverse?

Unit info >

5

Dharma: how is this interpreted and put into action?

Unit info >

6

Social justice: how might Sikhs fight for equality?

Unit info >

Year 8

1

Ethics: how do we know what is 'good'?

Unit info >

2

Jesus: how do Abrahamic faiths view Jesus differently?

Unit info >

3

Buddhism: how significant are the three jewels to Buddhists?

Unit info >

4

Suffering: Can Christian theology overcome the problem of evil?

Unit info >

5

Psychology of religion or Religion and political philosophy

2 unit options

Unit info >

6

Knowing God: does religious experience prove God exists?

Unit info >

Year 9

1

Religious law: What is the social context and relevance today?

Unit info >

2

Rebels: should we embrace or challenge authority?

Unit info >

3

Census: How has the landscape of belief changed in Britain?

Unit info >

4

Changing world: How does religion address modern issues?

Unit info >

5

Matriarchs: are the women of the Bible victors or victims?

Unit info >

6

Christianity: How have the experiences of the Global South shaped it?

Unit info >

Year 10

1

Christianity: Beliefs

Unit info >

2

Christianity: Practices

Unit info >

3

Islam and Buddhism: beliefs

2 unit options

Unit info >

4

Islam and Buddhism: Practices

2 unit options

Unit info >

Year 11

1

Relationships and families

Unit info >

2

Religion and life

Unit info >

3

Religion, peace and conflict

Unit info >

4

Religion, crime and punishment

Unit info >

5

Religion, human rights and social justice

Unit info >

Personal, Social, Health and Economic Education (PSHE)
This scheme of learning draws on planning and guidance from the PSHE
Association, as recommended by the DfE.

Key Stage 1, 2 and 3

In order to allow teachers to plan effectively to meet the needs of their class the
scheme is divided into half term blocks. The knowledge, skills and experiences in the
blocks cover three core areas:

Core Area	Topics covered in this area
Health and Wellbeing	Emotional Wellbeing, Mental Wellbeing, Growing and Changing, Staying Healthy, Puberty and Reproduction, Substances, Keeping Active
Relationships	Friendships, Families, Staying Safe, Managing Change, Friendships and Staying Safe, respect and Bullying
Living in the Wider World	Economic Wellbeing, Shared Responsibilities, Communities, Careers, Personal Identity, Media Literacy

The Core Areas are then broken down into topics that are arranged in a manner that
allows for timely exploration at an appropriate point in the school year and pupils'
experiences, however this needs to be planned to meet the needs of your class. It
provides a carefully sequenced curriculum that builds knowledge, skills and
attributes year on year, as the core themes are revisited.

At the end of the academic year staff inform the next class teacher what they have
covered so that they can plan effectively to build on the experiences and learning
from the previous year.

Key Stage 4
Key Stage 4 teaching takes a competencies-based approach to secondary PSHE
education. It groups competencies (including skills and attributes) under three
headings: Independence and Aspirations; Autonomy and Advocacy; and Choices
and Influences. Risk management and help-seeking strategies are addressed
throughout PSHE education.

Core Area	Topics Covered In This Area
Independence and Aspirations	Goal Setting, Organisational Skills, Self-Awareness, Self-Confidence, Self Worth Motivation, Self-Awareness, Risk Management, Analytical Skills, Decision Making
Autonomy and Advocacy	Empathy, Compassion, Communication, Respect, Values, Opinions, Assertive Communication
Choices and Influences	Strategies to Manage Influence and Decision Making, Support-Seeking Skills

Careers
Careers Overview

Seva Education is committed to providing training, guidance and advice to all students to help them choose appropriate and aspirational pathways that will lead them to a fulfilling career in the future. Staff, supported by external advisors, will offer a range of support for students including meetings with local colleges, visits from companies and organisations and advice from careers advisors. The support that we put in place will ensure that all students are able to make meaningful choices about their futures and the pathways to an appropriate workplace.

Careers Timeline

Seva Education Careers Timeline		
Age/Key Stage	**Students offered/take part in**	**Provider**
Key Stage 2	Careers work through PSHE Curriculum	School
Year 7, 8, 9	Complete Vocational Plan. Link to Annual Review. Add in Connexions report. Initial careers talk	School External provider - Connexions
Year 10	Revisit Vocational Plan. Attend visits by speakers from industry. Teachers, parents/carers and case officers meet to consider end of Year 11 choices.	School External providers
Year 11	Revisit Vocational Plan. Make decisions about end of Year choices. Decide on courses to match career expectations and link to Annual Review. Add in updated report	School External providers
Post Seva Education	Job/career in a suitable workplace. Sev Education will track future education or employment using the Compass+ Tracker.	Companies, workplaces and organisations

The Gatsby Benchmarks

Seva Education understands that the Gatsby Benchmarks should be used to inform the school's careers strategy. The school uses the Compass Careers Benchmark Tool to audit progress in achieving the eight Gatsby Benchmarks listed below. This audit helps the school to identify strengths and discover areas for improvement within careers provision.

The Gatsby Benchmarks are a framework designed to improve career guidance in schools and colleges, ensuring that young people receive high-quality, evidence-based, and impactful support. Schools and colleges are encouraged to align their careers policies with the Gatsby Benchmarks to ensure comprehensive career development programs.

The Eight Gatsby Benchmarks

1. **A Stable Careers Programme**
   - The institution must have a structured and ongoing careers program that is well-documented, easily accessible, and supported by senior leadership.
2. **Learning from Career and Labour Market Information (LMI)**
   - Provide access to accurate, up-to-date LMI for students and parents to help them understand career opportunities and pathways.
3. **Addressing the Needs of Each Pupil**
   - Ensure careers guidance is personalized, considering individual aspirations, backgrounds, and needs. Track and record individual guidance.
4. **Linking Curriculum Learning to Careers**
   - Embed careers education into subject teaching, highlighting relevance to career paths (e.g., STEM careers in science/math classes).
5. **Encounters with Employers and Employees**
   - Provide opportunities for students to meet a variety of employers and learn about the workplace.
6. **Experiences of Workplaces**
   - Ensure every student has at least one meaningful experience in a workplace before they leave school.
7. **Encounters with Further and Higher Education**
   - Provide opportunities for students to learn about academic and vocational pathways, including apprenticeships and university options.
8. **Personal Guidance**
   - Ensure every student has access to individual career advice and guidance from a qualified professional by age 16 (and by 18 in further education settings).

Compass and Compass+
Compass+ is a tool from The Careers & Enterprise Company which we use to benchmark, manage, track and report on our school's careers programme.

Career and Labour Market Information

We keep our students up to date with career and labour market information through information on our website, talks with representatives from companies and organisations and displays in school.

Meeting the Needs of all Students

In order to ensure that we meet the needs of all students we ensure that they have their journey is tracked and recorded as they progress through the school and college. Much of this information will be recorded on Compass+.
Compass+ is easy to audit and can also maintain accurate data on the destinations for the three years after students leave school.
Compass+ can also be used to share data collected with local authorities as appropriate.

Linking the Curriculum to Careers
Our curriculum is designed to ensure that students have the appropriate skills and knowledge that will allow them to be successful in the modern workplace. This includes:
- Ensuring that all students have basic skills in English and mathematics
- Social skills to be able to work with colleagues
- Opportunities to learn about workplaces
- Wider opportunities to engage with extra curricular activities

Experiences of Workplaces
Seva Education is able to offer students three pathways to gaining experience of workplaces:
- Internal work experience
- External work experience
- Virtual work experience

Internal Work Experience
We are able to offer a range of safe, managed work experiences through the wider Seva Care Group. Students are able to gain experience in the following areas through work in our head office, day care or transport divisions:
- Office work – filing, word processing, mail room, managing visitors
- Care work – helping to care for adults with special needs, catering, accompanying on visits to the local community,
- Vehicle maintenance – completing simple vehicle checks, cleaning and maintaining appearance of the fleet,
- Gardening and horticulture – maintaining the gardens and grounds of the Seva Care Group properties, including planting, strimming, pruning and planning displays

All of these experiences are provided for students during term time, accompanied by an appropriate trusted adult who will be trained to ensure that the student gets to the workplace and can assist with any of the tasks.

External Work Experience
We believe that all of our students should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities. As all of our students have an EHCP and SEND

then we will need to create relationships with employers who will be able to offer a supported experience of work.

We aim to provide:

- By the age of 16, every student will have had at least one experience of a workplace, additional to any part-time jobs they may have.

We firmly believe that experiences of the workplace can create social capital for young people with more limited networks, such as our students with learning needs. We also believe that experiences of the workplace can give students the opportunity to develop essential skills.

Virtual Work Experience

In order to meet the varied career needs of the students who attend Seva Education we may need to offer virtual work experience opportunities either in place of or alongside actual experiences. This may be due to the physical or social, emotional and mental health needs of students.

Whilst virtual experiences are no substitute for experience in a real-life work place they can offer an insight into the world of work for students who may find it difficult to access a physical work experience.

Many of the websites and companies below offer a taster of what life in a work place may entail and can be used to widen a students knowledge of work and careers. Some of the links below offer modules that can be completed and offer certificates to demonstrate participation. These can then be saved in students careers' folders. See links in Appendix 1.

Marking and Assessment

Purpose
The purpose of our approach to marking and learning is to:
- Ensure that assessments are consistent, fair, and support students' learning.
- Provide clear guidance on marking and feedback.
- Monitor students' progress and identify areas for improvement.
- Establish expectations for teachers, students, and parents regarding assessment.

Scope
Our approach to marking and assessment applies to:
- All students in the school and college across different year levels and subjects.
- All forms of assessments, including classwork, homework, projects, exams, and oral presentations.
- Both formative (ongoing) and summative (end-of-term or end-of-year) assessments are used in conjunction with assessment for learning.

Assessment Principles
Key principles include:
Fairness: All assessments are free from bias and reflect the student's actual performance.
Clarity: Students should understand what is expected of them and how they will be assessed.
Consistency: Teachers should use the same standards across the school and within subjects.
Support for Learning: Assessment is used as a part of a continuous cycle that supports students in improving and reaching their potential.

Types of Assessments
The school will use a range of assessments, including:
Formative Assessments: Ongoing assessments such as quizzes, classwork, peer assessments, and feedback on homework.
Summative Assessments: Formal tests or exams at the end of a unit, term, or academic year that summarize learning outcomes.
Diagnostic Assessments: Tests or activities aimed at identifying students' current levels of understanding at the beginning of a topic or unit.
Peer and Self-Assessments: Activities where students assess their own work or that of their peers to reflect on their learning.
Assessment for learning strategies in lessons.

Marking Procedures
The marking of student work should be:
Accurate and Consistent: Staff mark work according to agreed-upon rubrics or standards.
Timely: Marking is completed and returned within an appropriate time frame – usually within the lesson or at least daily
Clear and Constructive: Feedback should provide clear guidance on what students have done well and what they need to improve.

Feedback

Feedback should:

Be Regular: Students receive feedback on a regular basis, whether through formative or summative assessments.

Highlight Successes and Areas for Development: Feedback should emphasise both strengths and areas for improvement.

Be Actionable: Provide specific guidance on how students can improve their work.

Involve Students: Students should be encouraged to reflect on their feedback and set goals for improvement.

Reporting to Parents/Carers

Regular communication with parents is a key part of the assessment process:

Reports: Students receive written reports throughout the year, summarising their performance and progress.

Parent/Carer-Teacher Meetings Scheduled meetings where teachers discuss students' strengths, areas for improvement, and next steps.

Daily Class Dojos with informal information about how a day went or how well a student performed in a particular lesson.

Assessment for Learning (AfL)

Teachers are encouraged to adopt Assessment for Learning strategies, which include:

Setting Clear Learning Intentions: Students should be aware of what they are learning and why.

Effective Questioning: Using questioning techniques to gauge students' understanding and encourage critical thinking.

Providing Models: Sharing examples of excellent work to demonstrate expectations.

Opportunities for Reflection: Students should regularly be given time to reflect on their learning and progress.

Special Educational Needs (SEN)

As all of our learners have an EHCP and some form of special need, we recognise that all of our students will require additional support or adjustments in their assessments due to special educational needs at some point during the school day:

Differentiated Assessments: Assessments are tailored to meet the needs of students, for example enlarging scripts or reading for students.

Reasonable Adjustments: These include extra time, alternate formats, or additional support during assessments.

Monitoring and Review

Internal Moderation: Regular monitoring meetings are held to ensure consistency and fairness in marking.

Review of Policy: This policy is reviewed to ensure it remains relevant and meets the needs of students and staff.

Courses, Examinations, Qualifications and Accreditations

At Seva Education we value the right for all students, whatever their academic potential, to be able to gain academic and vocational qualifications and accreditations.

We offer the following courses, examinations and accreditations:

IGCSE – Offered through Pearson. Used by independent schools in England. Offers grades at a similar level to traditional GCSEs

BTEC/BTEC Firsts – Offered through Pearson. Vocational based qualifications that may lead on to careers in a given subject area.

Functional Skills – Offered through Pearson. Mathematics and English qualifications to support applications for employment.

ASDAN – Life skills and vocational skills accreditations.

AQA Unit Awards - Life skills and vocational skills accreditations.

Grey Matters – Vocational and work based accreditations available for students to access and gain certificates.

SATs Tests – End of Key Stage 2 are internal tests offered to year six students who are working at, or just below age related expectations.

Scheduling and Notification

Exam Timetable: Dates for examinations will be published and shared with students and parents/carers well in advance of the date. Dates for modular tests or coursework will also be shared in advance.

Eligibility to Take Exams

At Seva Education we would like all students to aspire to achieve as high as the possibly can. We do, however, acknowledge that there are certain prerequisites and criteria that students must meet to be eligible for exams, such as attendance, submission of coursework, or minimum grades in certain subjects. Whilst we would like all examinations to be open to all students, we may need to make some difficult decisions on what to offer based on previous academic or vocational performance.

Examination Format and Inclusion

The school will follow guidelines as set out by the registered providers but will always seek to offer the most accessible format for completing examinations to students. This may include; written, practical, oral, online, course work based or multiple-choice tests and examinations.

Conduct During Exams

We acknowledge that some of our students, due to their needs (SEMH/ADHD) may find it difficult to access examinations and tests in the same way as a mainstream student. Seva Education will make adjustments to meet students needs but these will always adhere to the behavioural expectations of the examining board. During exams, the school will expect students to follow set guidelines on academic integrity, noise, and interaction with other students.

Grading and Results

Seva Education will follow set guidelines on both grading scale or rubric and the announcement of results as set out by the appropriate bodies.

Appendix 1
Careers
Virtual Work Experience

Provider	Website	Offer	Format	Timing	Duration	Cost
Speakers for schools	Link Here	Tailored offers from both local and national employers. Insight days & full virtual work experiences	Live experience	Offered throughout the year	1 – 5 days	No cos
Start	http://beta.startprofile.com/	Insight activities: short, self-guided activities. On Demand programmes: longer, modular, self-guided activities. Live programmes — scheduled programmes for limited numbers of students who need to apply for the experience	Both recorded and live elements	Flexible	Flexible	No cost
LearnLive	https://learnliveuk.com/	Live interactive broadcasts and video on demand with live chat support	Live interaction	Flexible	15-minute live sessions	No cost
Medicine / Healthcare	https://www.open.edu/openlearn/health-sports-psychology/social-care-social-work/caring-hospitals/content-section-0?active-tab=description-tab	For those thinking about going into Healthcare, becoming a Nurse or another allied health profession.	Distance learning course rather than work experience	Anytime	8 hours	Free
Medicine / Healthcare	Home | NCFE	The resource contains information on a variety of job roles within the NHS, both clinical and non-clinical.	Power Point presentation with links to videos and virtual reality work	Anytime		Free

			experience platforms			
Childcare	https://cache.org.uk/cache-virtual-resources/nurseryvue	NurseryVue provides an accurate, true-to-life picture of what it's like to work in a nursery setting.	Immersive experience via an app	Anytime		Free
Open University	Free short courses from the Open University | OpenLearn - Open University	Free courses and work experience	Online learning	Anytime		Free
Design and Technology	https://workexperience.hfm.co.uk/	Two options – Design Work Experience or The Technical Work Experience.	Project based – instructions and tutorials can be downloaded and projects submitted	Anytime	30 hours	Free
Environmental Issues	https://www.open.edu/openlearn/local/ocwglobalsearch/search.php?q=environmental%20issues	This course provides an introduction to global warming.	Distance learning course rather than work experience	Anytime	5 hours	Free
Forensic Science	https://www.open.edu/openlearn/health-sports-psychology/health/forensic-science-and-fingerprints/content-section-0?active-tab=description-tab	Covers how science can make fingerprints easier to study, how they are used in court and the extent to which fingerprint identification is sound and scientific	Distance learning course rather than work experience	Anytime	10 hours	Free
Software Engineering	https://careers.jpmorgan.com/us/en/students/campaign/virtual-internship?search=&tags=location__Europe MiddleEastand Africa__United Kingdom	Explore life as a software engineer with a virtual internship.	Project based with opportunities to analyse data	Anytime	5 hours	Free
Aviation	https://britishairways.connectr.co.uk/inspire/	Online introduction to a career with British Airways	Six online modules to complete – including	Anytime	2-3 hours	Free

			introduction to different roles. Mostly reading.			
Digital skills	https://idea.org.uk/	Mini online courses in Digital, enterprise and employability skills	Gain digital badges that can be added to CV	Anytime	Varied	Free
Food and Grocery Industry (careers in marketing and sales, engineering and IT and Digital)	https://www.igd.com/Social-Impact/People/Articles/Virtual-Volunteering/31519	Free food chain courses	Online courses	Anytime	Varied	Free
Construction	https://alison.com/courses/introduction-to-plumbing-revised/content	Plumbing Course This is an online introduction to plumbing course comprised of 5 modules.	Online learning course	Anytime	2-3 hours	Free
	https://alison.com/course/introduction-to-carpentry-revised	Carpentry Course This is an online introduction to carpentry course.	Online learning course	Anytime	2-3 hours	Free
	https://alison.com/course/introduction-to-masonry	Masonry Course Learn about important masonry tools and techniques as well as the precise roles of modern masons.	Online learning course	Anytime	2-3 hours	Free
	https://alison.com/course/introduction-to-the-electrical-trade-revised	Electrical Course Students will learn everything needed to work on residential and industrial projects as an electrician.	Online learning course	Anytime	2-3 hours	Free
Teaching	https://www.open.edu/openlearn/local/ocwglobalsearch/se	Introduces members of a primary school community, the nature of their	Online learning course	Anytime	8 hours	Free

	arch.php?q=teacher	involvement and how this has evolved in the UK over recent years. It explores ideas about the primary school curriculum and the role of teachers and support staff in supporting children's learning.				
Policing	Sure, I know how to talk to people! | OpenLearn - Open University	This course focuses on leadership, decision-making and communication in the context of policing within the community. It focuses on communication skills and specifically looks at how to build rapport and get the most out of conversations in community settings.	Online learning course	Anytime	4 hours	Free
Marketing/Graphic Design	https://hunterbevan.co.uk/wp-content/uploads/2020/06/Hunter-Bevan-Work-Experience-Brief.pdf	Download project briefs to work on. One is a marketing brief and the other a design brief for a fictitious motor dealer, based on a real-life project.	Ideas can be sent to Hunter Bevan for feedback. Anytime Flexible Free	Anytime	Flexible	Free
Business	https://barclayslifeskills.com/i-want-virtual-work-experience/school/virtual-work-experience/	Students get to see the inner workings of a 'digital transformation' agency and actively work with different departments on one exciting project, helping them solve problems and	Mainly video based	Anytime	Flexible	Free

		complete reallife tasks.				
General	https://resources.careersandenterprise.co.uk/resources/my-week-work-monday In order to use this resource students will need to complete the 4 lessons on Monday. Then they can choose at least 1 of the other days (for example Thursday) and complete the remaining 4 lessons.	An introduction to My Week of Work and the sector options for students to explore: creative digital, engineering, construction, energy and renewables and health and social care. The final session of the day gives an insight into the world of work.	Insight into the world of work – video based	Anytime	1-2 hours	Free
General	https://resources.careersandenterprise.co.uk/resources/my-week-work-tuesday	Introducing Human Resources. Lessons cover work/life balance, dealing with stress at work, self-reflection and different careers options.	Insight into the world of work – video based	Anytime	1-2 hours	Free
	https://resources.careersandenterprise.co.uk/resources/my-week-work-wednesday	Introducing Marketing. Lessons cover innovative thinking, creativity, marketing campaigns and promoting self as a brand.	Insight into the world of work – video based	Anytime	1-2 hours	Free
	https://resources.careersandenterprise.co.uk/resources/my-week-work-thursday	Introducing Recruitment. Lessons cover the skills employers look for, how businesses recruit, entrepreneurship and project planning skills.	Insight into the world of work – video based	Anytime	1-2 hours	Free
	https://resources.careersandenterprise.co.uk/resources/m	Lessons explore what it means to be an effective	Insight into the world of work –	Anytime	1-2 hours	Free

	y-week-work-friday	leader, how to create an impactful CV and recognise and demonstrate employability skills.	video based			