



Adventure Wellbeing School

Curriculum Policy

Document Reference	Curriculum Policy
Publication Date	January 2026
Review Date	September 2026
Executive Headteacher	Emma Colley
Head of School	Danielle Doyle

Contents

Introduction	6
Legal Framework	7
Roles and Responsibilities	7
Proprietor	7
Headteacher	7
Senior Leadership Team (SLT)	8
SENCO (Special Educational Needs Coordinator)	8
Teaching Staff	8
Parents and Carers	8
Professional Development - Staff	8
Defining 'Curriculum'	8
Vision	8
Curriculum Aims	9
Curriculum Components	9
Academic Curriculum	9
Therapeutic Curriculum	10
Engagement Curriculum	10
Curriculum Pathway Selection	10
Curriculum Intent	11
Curriculum Implementation	12
Curriculum Impact	13
The Phases of the Curriculum	14
Seeds & Seedlings Phases	14
Saplings and Trees Phases	15
Blossom Phases	15
Unique Features of Adventure Wellbeing School – Mental Wellbeing.io Portal	15
Unique Features of Adventure Wellbeing School - Cultural Capital & 'The Five Ways to Wellbeing'	16
Curriculum Responsibilities	16
The Role of the Headteacher	16
The Role of Subject Leaders	16
The Role of the SENCo	17
The Role of Class Teachers	17
Curriculum Overviews and Schemes of Work	18
Early Years Curriculum (Seeds and Seedlings Phase)	18
English Intent at Adventure Wellbeing School	18
Introduction	18
Phonics Instruction	18

Reading Instruction.....	19
Celebrating Diversity Through Reading	20
Mathematics Intent at Adventure Wellbeing School	20
Introduction.....	20
Aims.....	21
Key Stage Progression.....	21
Tailored Support and Interventions	22
Teaching and Learning Strategies.....	22
Assessment and Feedback	22
Professional Development for Staff	22
Science Intent at Adventure Wellbeing School	23
Introduction.....	23
Aims.....	23
Curriculum Overview	23
Assessment and Progress Tracking	23
Physical Education (PE) Intent at Adventure Wellbeing School	24
Introduction.....	24
Aims.....	24
Curriculum Structure and Sequencing	24
Swimming	25
Assessment and Tracking.....	25
Inclusive Practice in PE.....	25
History Intent at Adventure Wellbeing School	25
Introduction.....	25
Aims.....	25
Curriculum Structure and Sequencing	25
Enrichment and Personal Development	26
Assessment and Tracking.....	26
Geography Intent at Adventure Wellbeing School	26
Introduction.....	26
Aims.....	26
Curriculum Structure and Sequencing	27
Enrichment and Personal Development	27
Assessment and Tracking.....	27
Music Intent at Adventure Wellbeing School	27
Introduction.....	27
Aims.....	27
Curriculum Structure and Sequencing	28

Enrichment and Personal Development	28
Assessment and Tracking.....	28
Art Intent at Adventure Wellbeing School	28
Introduction.....	28
Aims.....	28
Curriculum Structure & Sequencing	29
Enrichment & Personal Development.....	29
Assessment.....	29
Religious Education Intent at Adventure Wellbeing School	29
Introduction.....	29
Aims.....	29
Implementation.....	29
Content & Concepts.....	29
Enrichment and Personal Development	29
Assessment.....	30
DT Curriculum Intent at Adventure Wellbeing School	30
Introduction.....	30
Aims.....	30
Implementation	30
Content & Concepts.....	30
Enrichment & Personal Development.....	30
We incorporate digital resources and design software to enable students to visualise, prototype, and experiment with their ideas, enhancing their understanding of materials, processes, and sustainable design practices.....	30
Assessment and next steps	30
Computing Intent at Adventure Wellbeing School	30
Introduction.....	30
Aims.....	31
Implementation	31
Curriculum structure & sequencing	31
Content & Concepts.....	31
Enrichment and Personal Development	31
Assessment and next steps	31
French Intent at Adventure Wellbeing School	31
Introduction.....	31
Aims.....	31
Implementation Curriculum Structure & Sequencing	32
Content & Concepts.....	32
Enrichment and Personal Development	32

Assessment.....	32
Personal, Social, Health and Economic Education (PSHE) Overview Using Jigsaw	32
Introduction.....	32
Aims.....	32
Curriculum Structure & Sequencing	32
Content & Concepts.....	32
Enrichment	33
Assessment.....	33
Additional Information	33
Review of Current Policy	33

Introduction

At Adventure Wellbeing School (AWS), we pride ourselves on an innovative, comprehensive approach to education that is tailored to the diverse needs of our pupils across the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2). To ensure every learner is supported effectively, including those identified as having Special Educational Needs and Disabilities (SEND), we deliver a curriculum that is nurturing, inclusive, and responsive to individual needs.

At AWS, we implement the Equals Curriculum, drawing on both its informal and semi-formal pathway to meet the needs of pupils requiring highly personalised, developmentally appropriate learning experiences. Alongside this, we offer a formal curriculum for pupils ready to access subject-specific learning in line with national expectations. Each pathway is aligned with AWS's internal phase model (Seeds, Seedlings, Saplings, Trees, Blossoms) and supports progression towards EHCP outcomes, holistic development, and greater independence.

Our curriculum offer aligns fully with statutory guidance from the Department for Education (DfE), including the Special Educational Needs and Disability Code of Practice: 0-25 years, and ensures that progression within each subject corresponds with the National Curriculum in England (2014). Through this blended and flexible approach, every child at AWS is supported to thrive, achieve, and feel valued.

Our curriculum is entrusted with the significant responsibility of fostering academic engagement and therapeutic development. We ensure that every pupil's educational experience is holistic, nurturing academic progress, social growth, emotional wellbeing, and personal development. We recognise that the educational journey is fundamentally different for each child, and we strive to provide an environment conducive to success in all aspects of life, with a strong focus on the wellbeing of our pupils.

In a rapidly evolving educational landscape, AWS is unwavering in its commitment to delivering high-quality, accessible education to pupils with difficulties accessing this within mainstream schooling. The reasons for these challenges can often range from complex learning needs to social difficulties, among other factors. We are committed to creating an inclusive educational framework that adheres to independent standards, prioritising each child's unique requirements. We firmly believe that all pupils should have access to a broad, balanced education that is pitched at the right level for them and which equips them for future achievements.

Upon admission to our school, every pupil undergoes a comprehensive assessment process. This process enables us to construct a personalised learning pathway focusing on their distinctive academic, social, and emotional needs and personal developmental needs. Our dynamic learning environment is designed for pupils requiring alternatives to standard educational settings. It ensures that pupils at AWS receive immediate assistance and guidance toward enhancing their formal education and personal development.

Community engagement remains a priority for us. We realise that fostering meaningful relationships among pupils, staff, parents, caregivers, and stakeholders is crucial. We acknowledge and celebrate each pupil's unique talents through our personal development action planning, and work diligently to nurture those abilities within a calm, respectful, and supportive setting. Our commitment to clear protocols based upon mutual understanding functions as a foundation, upon which, tailored educational programmes seek to facilitate seamless transitions into our broader educational framework.

Focusing on increasing self-esteem, interpersonal skills, and social competencies, our curriculum is anchored in the belief that empowering pupils to make positive choices about their behaviour—both within academic settings and their broader lives—holds immense value. We envisage a reality in which every pupil rediscovers joy in learning while unlocking their potential, ultimately enabling them to envision and pursue a bright future.

To promote breakthrough learning experiences, we place a strong emphasis on the development of robust relationships between staff and pupils. We align teacher expertise with each pupil's individual learning preferences, fostering a supportive environment that redefines how pupils perceive their capabilities and prepares them for successful integration into positive group learning environments. We aim for pupils at Adventure Wellbeing School to have 'Active Bodies, Curious Minds' as we emphasise the importance of physical and mental wellbeing.

Central to our overarching mission is the understanding that true inclusivity must permeate every layer of our educational framework. The curriculum delivery is explicitly designed to assist all pupils in advancing towards independent learning in cooperative settings. We remain aware of the inherent risks associated with fostering dependency through a one-on-one instructional model and we monitor individual pupil's progress towards levels of independent work.

At AWS, we are firmly dedicated to crafting an enriching educational environment. Together, we prioritise an educational model that encapsulates the interconnectedness of academic excellence, emotional resilience, a level of independence and which essentially allows each pupil to reach their full potential.

Legal Framework

This policy adheres to the following legislation and statutory guidance:

Education Act (2002)

<https://www.legislation.gov.uk/ukpga/2002/32/contents>

Children Act (1989)

<https://www.legislation.gov.uk/ukpga/1989/41/contents>

Equality Act (2010)

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

SEND Code of Practice: 0 to 25 Years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

DfE School Attendance and Absence

<https://www.gov.uk/school-attendance-absence>

Independent School Standards Guidance

https://assets.publishing.service.gov.uk/media/5cd3fc2fe5274a3fd6ee74b0/Independent_School_Standards_-_Guidance_070519.pdf

Roles and Responsibilities

Proprietor

- **Governance and Oversight:** Ensures the school complies with DfE, Ofsted, and Independent School Standards in that the Adventure Wellbeing School curriculum is broad, balanced and progressive.
- **Resource Provision:** Ensures resources for curriculum delivery are available such as a fit for purpose whole school environment, planning platforms, physical resources and IT equipment. Provides financial support for additional input from external providers when required for individual pupils.
- **Monitoring and Compliance:** Regularly reviews school practices and policies, ensuring they meet statutory requirements and best practices for SEND pupils.

Headteacher

- **Policy Implementation and Oversight:** This role leads the application of the curriculum policy and ensures it aligns with all DfE and Ofsted guidelines.
- **Monitoring and Compliance:** Regularly reviews school practices and policies, ensuring they meet statutory requirements and best practices for SEND pupils.
- **Training and Development:** Ensures all staff receive ongoing professional development on curriculum understanding, development and delivery to ensure that it meets the needs of all pupils SEND.
- **Collaboration with Stakeholders:** Engages with parents, carers, and external professionals to ensure that the curriculum approach meets each child's needs.

Senior Leadership Team (SLT)

- **Policy Development and Review:** Collaborates with the headteacher to monitor the effectiveness of curriculum intent, implementation and measuring the impact. SLT make improvements as needed.
- **Data Analysis:** Oversees assessment data to adjust teaching methods and inform school-wide curriculum content and delivery.

SENCO (Special Educational Needs Coordinator)

- **Support for Individualised Curriculums:** Ensures that the curriculum intent is appropriate and that the implementation is geared towards meets each child's needs. It must align with each SEND pupil's EHCP and IEP goals. Suggests classroom practices to allow each child to engage with the curriculum and make progress.
- **Guidance for Staff:** Guides using curriculum platforms (such as White Rose Maths and Twinkl Phonics) to support tailored curriculum practices.
- **Stakeholder Communication:** This staff members acts as a point of contact for families, involving them in the learning

journey, reporting on progress and next steps.

Teaching Staff

- **Direct Assessment:** Conducts curriculum implementation and measure impact through formative and summative assessments, adapting practices to meet SEND requirements.
- **Feedback and Support:** Provides constructive feedback to pupils and regularly communicates with parents regarding pupil progress.
- **Record-Keeping:** Ensures accurate documentation of planning and assessments, including academic, social, and emotional progress.

Parents and Carers

- **Engagement and Support:** Parents should actively participate in their child's learning journey by attending meetings, reviewing assessment reports, and reinforcing progress at home.
- **Feedback:** Parents should provide insights to the school on their child's progress and needs, helping to inform the child's learning plan.

Professional Development - Staff

- **Training Provision:** Adventure Wellbeing School ensures staff are trained on specific SEND practices. The whole staff team are empowered to deliver a curriculum which is broad, balanced and pitched accurately to meet each learners needs

Defining 'Curriculum'

At AWS, we maintain a nuanced understanding of what constitutes a 'curriculum.' Our educational philosophy posits that learning is a continuous interaction - a collective experience formed through every engagement our pupils encounter in our care. The curriculum extends beyond core academic teachings; it encapsulates each pupil's educational journey.

Central to this is our use of the EQUALS Curriculum, which provides the foundation for our informal and semi-formal learning pathways and is delivered through a thematic approach. These pathways are designed to meet the developmental needs of pupils who benefit from highly personalised, holistic, and experiential approaches to learning. Alongside this, pupils who are ready for subject-specific learning follow our formal curriculum, ensuring access to a broad and balanced educational offer.

Extracurricular activities, enriched educational experiences, the dynamics of relationships imbued with care and accountability, and a robust understanding of tolerance coalesce to craft a more extensive curricular framework that aims to promote good mental health, self-regard, and active citizenship among our pupils.

Vision

Our holistic educational vision encompasses an aspiration to inspire, empower, and equip young learners to develop into compassionate, creative, and confident individuals poised for triumph in an ever-evolving world. Our curriculum's design rests on the conviction that education transcends mere information transmission; it is fundamentally about fostering holistic development, enhancing critical thinking skills, and instilling a lasting love for learning.

Our curricular framework is deeply entrenched in the power of storytelling—an influential facet of human activity that serves as a vehicle for education, emotional engagement, and social cohesion. Underpinned by theories highlighting storytelling's significance, we navigate cognitive engagement, emotional depth, identity formation, and moral and ethical growth—collectively advancing overall learning efficacy. Through this centuries-old tradition, we enrich our curriculum, enabling learners to connect with educational content on deeper, more profound levels.

Curriculum Aims

The delivery of the curriculum at Adventure Wellbeing School has the following aims:

- To increase pupils' language competence.
- To increase pupils' maths competence.
- To increase pupils' scientific competence.
- To ensure that pupils have access to a broad range of knowledge, concepts, skills, values and attitudes.
- To ensure that the curriculum facilitates continuity and progression.

- To provide, through teaching and learning styles, a balance between theoretical and practical activities.
- To cultivate a love of learning.
- To make learning relevant and prepare pupils for life in the real world.
- To understand and respect the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- To encourage pupils, through the application of formative and summative feedback, to have the opportunity to reflect upon their learning and set targets to enhance their performance.
- To plan teaching and learning to ensure that pupils have opportunities to develop self-confidence and to be increasingly independent in their thinking and learning.
- To provide, through teaching and learning, opportunities to work in cooperation with other groups in various contexts.
- To monitor and evaluate the effectiveness of teaching programmes as an integral part of curriculum planning and delivery.
- To make differentiation a key target in all academic development plans.

At AWS, we fully embed the EQUALS Curriculum within our curriculum aims. We recognise that our pupils may have complex needs, and as such, a flexible, tiered model of curriculum delivery is essential. The EQUALS Informal and Semi-Formal pathways provide a robust framework for personalising curriculum content to pupils' cognitive, therapeutic, and sensory profiles. These pathways emphasise communication, independence, emotional regulation, and engagement with real-world contexts through thematic, multisensory, and life-skill-based approaches.

Alongside the academic curriculum—where objectives are carefully selected from our whole-school progressive framework at the appropriate level of attainment—we create individualised timetables. These schedules allow pupils to take breaks from class to attend specialised sessions such as play therapy, speech and language therapy, occupational therapy, relaxation exercises, and therapeutic music. We understand that our pupils are happiest and achieve the most when their routines are clear and their learning opportunities align with their specific skills and talents. Therefore, we customise the curriculum to help pupils progress in a way that suits them best.

Curriculum Components

1. **Curriculum Subjects:** A solid foundation in essential subjects. The Adventure Wellbeing School curriculum is built as outlined in 'The Independent School Standards – Guidance for independent schools'. It gives pupils experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It enables pupils to acquire critical knowledge and skills while promoting interdisciplinary connections.
2. **Enrichment Programs:** A wide array of enrichment initiatives in the arts, sports, and extracurricular activities allows pupils to unveil and develop their unique talents.
3. **Character Education:** Throughout our curriculum, we integrate character education, emphasising values such as empathy, integrity, and resilience to guide pupils toward becoming responsible and compassionate citizens.
4. **21st-Century Skills:** A strategic focus on critical thinking, problem-solving, digital literacy, and communication competencies equips pupils to navigate contemporary challenges adeptly.
5. **Assessment for Growth:** Our balanced assessment approach—comprised of formative and summative assessments—enables us to monitor pupil progress and inform subsequent instruction, centring on growth rather than performance alone.

Academic Curriculum

The academic curriculum at AWS is meticulously constructed to provide personalised and flexible learning experiences for EYFS, Key Stage 1, and Key Stage 2 pupils. Our curriculum aligns closely to the requirements of the National Curriculum (2014), ensuring that it paves the way for pupils to establish a solid foundation in core subjects, including English, Maths, and Science, while facilitating plentiful connections to creative and practical subjects that excite and inspire learning.

In addition to this, AWS implements informal and semi-formal pathways through the EQUALS curriculum, designed for pupils whose learning needs require a more bespoke, developmentally appropriate approach. These pathways emphasise communication, emotional development, sensory processing, early cognition, and functional learning, ensuring that pupils with significant and complex needs can access a meaningful, relevant, and engaging curriculum. The informal curriculum supports pupils working at early developmental levels through experiential, play-based, and sensory learning, while the semi-formal curriculum offers a more structured yet highly flexible framework that blends academic, functional, and life-skills learning.

Every pupil's academic journey is notably tailored based on their unique strengths, challenges, and personal interests. A commitment to developing critical skills—from analytical thinking to effective problem-solving—remains paramount. We prioritise cultivating independence and self-directed learning, assisting our pupils' continued progress in preparation for

subsequent educational stages while ensuring smooth transitions into future learning environments, irrespective of their previous academic experiences.

Therapeutic Curriculum

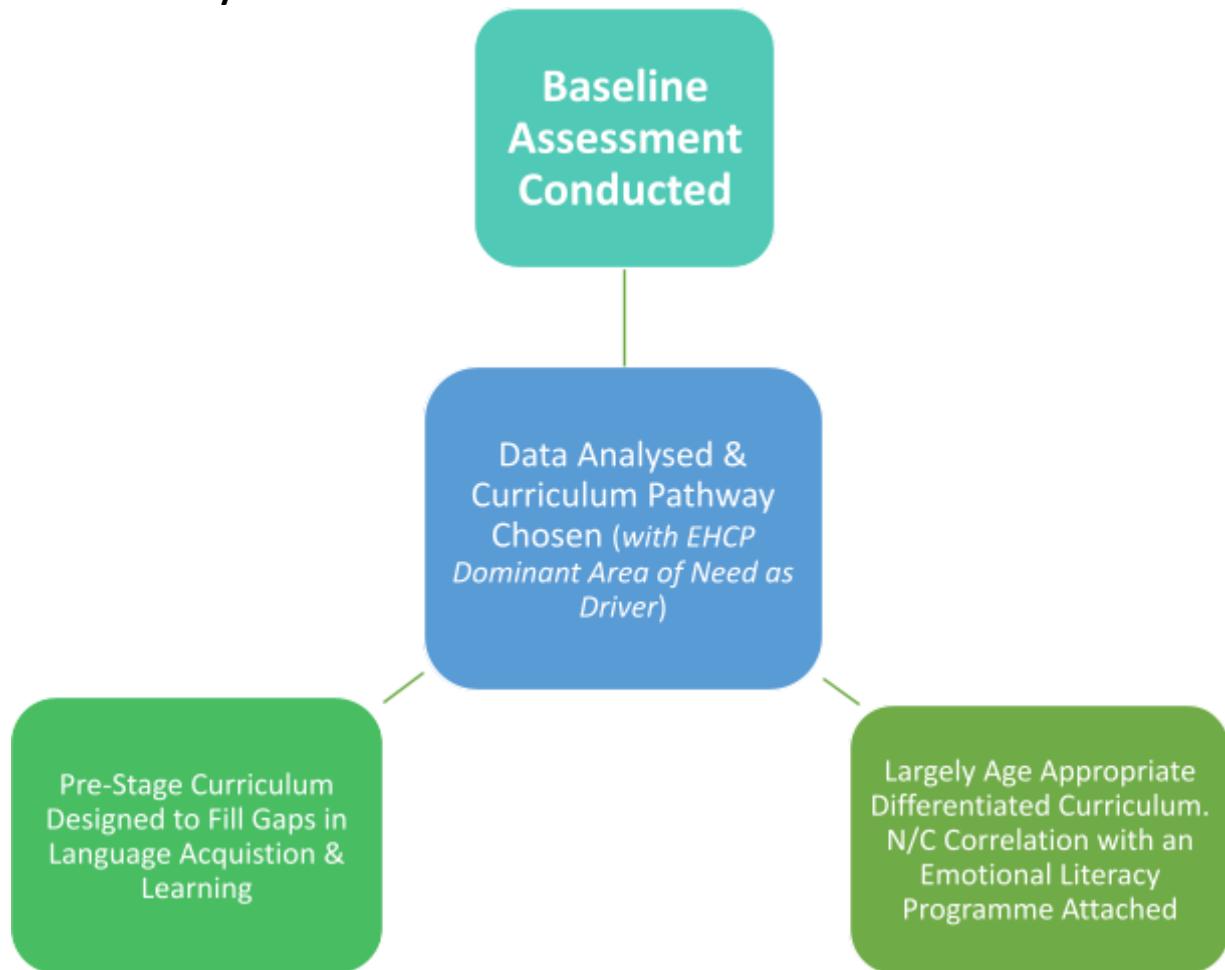
Complementing our academic principles, the therapeutic curriculum recognises the unique emotional and social needs distinct to EYFS, Key Stage 1, and Key Stage 2 pupils. We understand the vital correlation between academic learning and the necessity of emotional and social development to ensure a well-rounded approach to growth. This element of our curriculum is designed to nurture pupils' mental wellbeing, self-esteem, and resilience while concurrently establishing a robust academic foundation.

Utilising customised learning plans, creative activities, and effective emotional regulation strategies, we empower pupils to manage their emotions, cultivate positive relationships, and develop effective coping strategies. The intensity of therapeutic input is closely calibrated to align with each pupil's specific needs, ensuring that the support rendered is timely and tailor-fit to each learner's ongoing journey.

Engagement Curriculum

While many of our pupils successfully integrate into our environment, we acknowledge that some require a staggered approach to flourish fully within full-time educational settings. Our school employs a coherent strategy for monitoring engagement, measuring attendance, behaviour, and forthcoming involvement in learning and therapeutic activities.

Curriculum Pathway Selection



At Adventure Wellbeing School, each child is recognised as an individual through a comprehensive baseline assessment conducted upon enrolment. The results of these assessments are analysed and entered into our iASEND tracking tool. This data, combined with professional judgement, determines the appropriate level of curriculum exposure and the most relevant curriculum pathway for each pupil.

Our team of educational professionals, including the headteacher and SENCo, determines the appropriate curriculum for each pupil. They assess whether an individualised, age-appropriate curriculum (often accompanied by an emotional literacy program) or a pre-stage curriculum, would better suit the pupil's needs.

In cases where a pre-stage curriculum is deemed more suitable for learners, we focus on tailoring the educational experience to each individual, addressing any gaps in their learning through the EQUALS curriculum informal and semi-formal pathways. This approach allows pupils to integrate into the class and develop age-appropriate relationships while following a curriculum that aligns with the most fitting phase of the school. Consequently, the curriculum is delivered at a stage-appropriate level. Pupils are exposed to the age-appropriate curriculum themes but the curriculum is delivered in a practical way which is accessible as it is pitched accurately.

Informal Curriculum Pathway (EQUALS)

The Informal Curriculum is designed for pupils working at the earliest stages of development, where learning is primarily sensory, experiential, and rooted in interaction. This pathway emphasises the development of foundational skills essential for all future learning- such as engagement, regulation, communication, and early cognitive processes.

Learning opportunities are highly personalised, practical, and delivered through structured play, sensory exploration, movement, and routine-based activities. Pupils are supported to build positive relationships, communicate in ways meaningful to them, and increase their ability to attend, interact, and engage purposefully with the world around them.

The Informal Curriculum operates as a pre-stage, stage-not-age pathway, enabling learners to fill developmental gaps before progressing into more structured learning. This ensures that pupils consolidate essential readiness skills- such as joint attention, cause-and-effect understanding, and early problem-solving- before transitioning to the semi-formal pathway.

Semi-Formal Curriculum Pathway (EQUALS)

The Semi-Formal Curriculum is tailored for pupils who have emerging but uneven skills across communication, cognition, independence, and academic understanding. It provides a highly flexible and balanced approach that blends early subject knowledge with functional and life-skills learning.

Teaching focuses on building conceptional understanding, early literacy and numeracy, practical problem-solving, social interaction, and self-regulation within motivating and meaningful contexts. Activities remain hands-on and practical but offer more structure than the informal pathway, enabling pupils to gradually develop a secure learning routine.

As part of AWS'Ss stage-not-age model, the semi-formal pathway acts as a bridge curriculum, filling gaps in foundational knowledge and ensuring learners develop the prerequisites needed to access more formal learning. Progression may include functional reading and writing skills, mathematical awareness, communication systems, and independence skills.

This pathway supports pupils to reach a point where they can meaningfully engage with aspects of the National Curriculum at a level appropriate to their developmental stage.

Formal Curriculum Pathway

The Formal Curriculum is aligned to the National Curriculum (2014) and is intended for pupils who are beginning to access more structured, subject-specific learning. While the curriculum reflects the breadth and ambition of age-related expectations, pupils may still be working at a developmental stage below their chronological year group. Learning is therefore carefully pitched at each pupil's current level of understanding, ensuring it remains meaningful, achievable, and responsive to their individual needs.

Although pupils may not yet be working at age-related standards, they are purposefully exposed to age-appropriate National Curriculum content, vocabulary, themes, and experiences. This exposure is crucial for widening cultural capital, supporting inclusion, building background knowledge, and preparing pupils for future learning. Lessons are adapted and scaffolded so that pupils can engage with the same rich curriculum themes as their peers, but at a level that matches their developmental stage.

The formal pathway is largely age appropriate, ensuring that gaps in core concepts, literacy, numeracy, and communication are addressed systematically. As pupils strengthen their foundational skills and conceptual understanding, they are supported to progress towards- or bridge toward- age-related National Curriculum expectations where appropriate.

The formal curriculum maintains a strong emphasis on independence, problem-solving, and transfer of skills, ensuring pupils are well-prepared for transition into Key Stage 3 or other future learning environments. It builds upon the readiness and developmental gains secured in the informal and semi-formal pathways, creating a cohesive progression model across the whole school.

Curriculum Intent

The EYFS curriculum (Seeds and Seedlings phases of education) is largely play based and is taught in a thematic way (see Adventure Wellbeing School EYFS Curriculum Policy for further details). The Key Stage 1 and Key Stage 2 curriculum (Saplings, Trees, and Blossom phases of education) is formal, child-centred, and adapted for any pupils working below age-related expectations. During learning, teachers engineer tailored opportunities for development for the learner to engage with,

alongside small group or whole-class teacher-led learning.

The Key Stage 1 and Key Stage 2 curriculum details a broad range of learning opportunities to develop the child holistically. The curriculum helps pupils acquire skills, concepts, knowledge, and attitudes, enabling them to develop as individuals and preparing them for life in modern Britain.

The core strands mentioned above are embedded in the Key Stage 1 & Stage 2 curriculum to 'focus on the things that matter'. All pupils follow a broad and balanced curriculum, including all 'National Curriculum (2014)' subjects, differentiated and individualised to suit the needs of every pupil. The curriculum is in depth and ensures that all pupils are exposed to the appropriate coverage in what are often small, mixed year group classes. The curricula elements such as the components of personal development, SMSC and ESR are tailored to pupils' needs and are purposely written into lesson foci as well as being woven into the wider experiences of school life for each child. Personal development action planning is in place which also covers the monitoring of every pupil in relational to their unique interests and their wellbeing.

Targets derived from EHCP outcomes are embedded into learning for our pupils. Meaningful IEPs are constructed, with additional IEP-focused sessions being written into the timetable. The targets on these are carefully devised to ensure that they are:

- Appropriate to the learner's stage of development.
- Developing functional skills of use to the learner in the future.
- Motivating and stimulating for the learner.
- SMART targets.

The curriculum enables the teacher to design learning opportunities which:

- Interest the learner.
- Are enjoyable for the learner.
- Provide optimum opportunities for learning.
- Enable the learner to participate/be good at something.

The pupils' voices are listened to and collated termly. They reflect on the pupil's prior learning and give feedback to staff on what they enjoyed and are looking forward to.

The curriculum is made up of the following components.

<u>Knowledge & Know-How</u>	<u>Personal and Social Skills</u>
<p><i>Cognition & Challenge, Maths, English, Computing, PSHE, RE, Science</i></p> <ul style="list-style-type: none">• Developing a love of learning• Building knowledge and understanding• Engaging and sparking interest• Making learning relevant to everyday life• Demonstrating curiosity/problem-solving skills	<p><i>Thinking and Problem Solving, Independence, Creative Arts, Communication, Wellbeing, Self Determination & Independence</i></p> <ul style="list-style-type: none">• Transferring knowledge to real world situations• Social experiences & social skills• Building trustful relationships & connections• Develop respect for themselves and others.• Identity, self-esteem, self-belief & expressing individuality• Exploring and expressing creativity (the arts)• SMSC, PSHE, RSE• Perception, thinking, action, evaluating• Memory building

<p><u>Subject Topics</u></p> <p><i>Experiential, Immersive, Thematic Curriculum.</i></p> <p>Focusing on:</p> <ul style="list-style-type: none"> • Geography • History • Design Technology • Art • Music <p>Incorporating:</p> <ul style="list-style-type: none"> • English – writing, reading, phonics • PSHE • Religious Education • Social skills • Outdoor learning • Science • SMSC 	<p><u>Physical Wellbeing</u></p> <p><i>Physical Wellbeing, Physical Education, Personal, Social, Health and Emotional, RSE</i></p> <ul style="list-style-type: none"> • Promote positive attitudes to developing a healthy lifestyle • Exploring diet and food culture • Outdoor learning • Acquire knowledge about sexuality and social behaviour, such as they are able to assimilate • Privacy and dignity • Legal protection (including protection against exploitation).
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Special Educational Needs and Disabilities (SEND) pathway goals drawn from pupil's Education, Health and Care Plans (EHCPs). These are intentionally integrated into daily learning experiences, with supplemented focus activities derived from Individual Education Plans (IEPs) being applied wherever feasible. Our goal is that such targets ensure learning remains relevant and suited to each pupil's developmental stage, enacting functional skills that benefit them in future educational settings.

The curriculum is thoughtfully designed to present engaging learning opportunities, motivating pupils to participate in enjoyable experiences and thus creating optimum conditions for effective learning. Our mission empowers pupils to participate and excel actively in their areas of interest.

We actively solicit pupil voice, valuing feedback obtained termly to inform adjustments in our curriculum. Such insights reflect pupils' experiences with previous topics while guiding staff regarding what resonates positively with their learning trajectories.

Curriculum Implementation

At AWS, curriculum implementation is grounded in the principle that every pupil learns best when teaching begins from their developmental stage, not their chronological age. Our implementation approach ensures that learning is accessible, personalised, ambitious, and responsive to the diverse needs of our pupils across the Informal, Semi-Formal, and Formal pathways.

Effective implementation of our curriculum is a collaborative effort, resting on several underpinning principles:

- Addressing disadvantages and interruptions in individual learning experience.
- Collaborating closely with EHCPs pertinent to pupils with specific requirement.
- Prioritising engaging, enjoyable learning to cultivate an inclusive and supportive educational community.
- Maintaining a broad and balanced educational offering reflective of community and environmental values.
- Customising instructional approaches to cater to individual learner needs while steadfastly adhering to safeguarding standards.
- Supporting pupils' journeys from social isolation to independent functioning, paving their transition back into communal learning environments.
- Creating curriculum subject focused learning opportunities that remain compliant with the Independent School Standards.

We accept that we must address pupils fundamental learning needs so that they can thrive truly; these encompass comfort, security, stimulation, motivation, and sufficient time. Our child-centred ethos ensures that learning is guided by the pupils, facilitated by adept educators who engage collaboratively through a method of 'doing with' rather than 'doing for.' By employing a strengths-based capabilities framework, we seek to mitigate the perils of 'learned helplessness,' maximising opportunities for pupils to become engaged participants in their education.

When pupil engagement is lacking, our adaptive engagement model reassures staff that they can implement necessary alterations, guaranteeing all learning sessions yield sustainable and meaningful outcomes.

Encouraging active participation is crucial; hence, we challenge pupils by incorporating variations within their activities. This strategy empowers pupils to take ownership of their educational experience, cultivating decision-making skills and inspiring them to recognise their role in advancing their learning journey.

Medium-term planning embeds opportunities for pupils to encounter new experiences aligned with curricular objectives. Pupil-specific outcomes are formulated within comprehensive activity planning documents, which undergo regular revisions to mirror pupil progression and changing requirements. Unquestionably, pupil engagement is pivotal for effective learning; consequently, adopting an engagement model that embraces planning, reflecting, and refining learning provisions is essential.

Assessment processes primarily hinge on observational methods captured through various means, including notes, photographs, targeted questioning, and written submissions. Staff employ pupil-specific assessment rubrics, integrating focus questions relevant to the learning outcomes within differentiated and individualised educational activities. This framework allows for meaningful individual growth monitoring, and enables staff to recalibrate targets when necessary to align with pupil advancement. Establishing potential 'next steps' ensures that future learning opportunities are optimally leveraged.

Tracking tools such as iASEND, Wellbeing Portal.io, and the Personal and Social Development tool on iASEND facilitate diligent monitoring of progression and achievement concerning personal targets and IEP delineations. Staff routinely engage in coaching and mentoring strategies, augmenting their competencies to interact effectively with pupils and deliver high-quality, enriching learning experiences. The commitment to ongoing, informal training empowers educators via continuous professional development, ensuring excellence in instructional delivery.

Training sessions are scheduled throughout the academic calendar to bolster whole-school enhancement or promote continuous professional development (CPD) to facilitate holistic development. Collaborative efforts among educators, teaching assistants, and pastoral support staff foster engagement across the school community, promoting a unified approach to pupil learning.

1. Stage-Not-Age Approach

Teaching begins by identifying the developmental stage at which each pupil is working. This allows staff to:

- Address the gaps in foundational learning
- Match teaching to each pupil's readiness
- Ensure smooth movement between pathways
- Personalize learning so that it is meaningful and relevant

2. Pathway-Appropriate Teaching

Informal Pathway

- Highly experiential, sensory, and interaction-based
- Learning embedded through routine, play, communication-rich environments, and co-regulation strategies
- Focused on early engagement, communication, regulation, and foundational cognitive skills

Semi-Formal Pathway

- Practical, hands-on learning with structured routines
- Blends early subject knowledge with functional and life-skills curriculum
- Designed to build conceptual understanding and fill developmental gaps before pupils transition to more formal learning

Formal Pathway

- Subject-specific teaching aligned to the National Curriculum
- Pupils may still be working at a stage rather than age level, but are systematically exposed to age-related content to broaden cultural capital, vocabulary, and world knowledge.
- Scaffolding, adaptive teaching, and targeted interventions ensure that learning remains accessible while maintaining ambition.

3. Adaptive Teaching and Personalisation

Teachers use assessments (including EQUALS frameworks, ongoing formative assessment, and EHCP outcomes) to design learning sequences that:

- differentiate content, task, support, and expected outcomes
- use visual supports, repetition, sensory breaks, and communication systems (e.g., PECs, AAC)
- build skills cumulatively, allowing pupils to revisit and consolidate prior knowledge
- support emotional regulation and readiness to learn

Personalisation ensures every pupil can access the curriculum at a level appropriate to their needs while progressing toward long-term learning goals.

4. Communication-Rich Classrooms

Across all pathways, communication development is embedded throughout the curriculum. Staff model and scaffold:

- spoken language
- AAC systems
- signing (e.g., Makaton)
- visual supports and schedules
- structured interactions and supported play

This ensures pupils build essential communication skills to access learning and develop independence.

5. Multi-Disciplinary Input

Implementation is strengthened through collaboration with:

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- Behaviour and SEND specialists
- Families and key professionals

Interventions and therapeutic strategies are woven into everyday teaching, rather than delivered as isolated sessions.

Curriculum Impact

Our evaluation measures provide critical insights into the efficacy and responsiveness of our teaching methods and curriculum implementation:

- Are all pupils deriving enjoyment from their educational experiences?
- Is each pupil actively engaging with reading as a central learning component?
- Are pupils developing the confidence necessary to confront new challenges?
- What levels of numeracy and literacy are our pupils achieving in preparation for their future pathways?
- Are pupils acquiring skills and knowledge across curriculum subjects?
- How effectively are pupils developing leadership qualities and attaining independence in readiness for adulthood?
- Are all pupils acquiring the requisite knowledge and skills to make informed, healthy lifestyle choices?

Pupil engagement with staff, peers, educational activities, and the overall school environment is a critical indicator of interest and enjoyment in learning. We diligently monitor how pupils adapt to varying challenges while engaging in tailored learning opportunities specific to their individual needs. Pupils thriving within our educational paradigm exhibit remarkable progress across a broad, balanced curriculum that values holistic growth and academic excellence.

The effectiveness of our teaching interventions and engagement strategies are measurable through performance indicators derived from tracking tools such as iASEND, Mentalwellbeing.io, and the Personal and Social Development tool on iASEND. Assessments of Individual Education Plans (IEPs) and in-depth evaluations at half-term intervals alongside the school SENCo gauge ongoing pupil progress accurately.

During annual assessments, we communicate pupil advancement, adjusting objectives as necessary based on collaborative insights gathered from the entirety of the pupil's support network. Furthermore, we conduct two parent meetings each

academic year, aligning our strategies to bolster each pupil's growth and developmental outcomes.

Our primary focus remains firmly rooted in securing our pupils' high quality of life. We provide access to a broad and balanced curriculum, diligently striving to meet the nuanced needs of every young person in our care while enhancing their engagement and enriching their life experiences.

The Phases of the Curriculum

The school is divided into six phases and learning objectives are taken from our progressive whole school curriculum which is broad and balanced. Pupils are exposed to the level of learning which is most appropriate for their level of attainment. When considering a correlation with National Curriculum coverage the objectives being worked towards may not always align to the pupil's chronological age. The pitch of the curriculum being delivered and the delivery methods must be aligned to what the pupil needs next.

Phase	Developmental Focus	EQUALS Pathway Alignment	Curriculum Intent	Implementation	Impact / Assessment Focus
Seeds	Early engagement, sensory awareness, emotional security, and regulation.	EQUALS Informal Curriculum – <i>Engagement Steps</i> iASEND Stage- A	To build trust, predictability, and sensory curiosity.	Highly sensory, play-based sessions using cause-and-effect and Intensive Interaction.	Evidence through Engagement Model, sensory responses, and baseline iASEND data.
Seedlings	Foundations for communication and attention; emerging interaction.	EQUALS Semi-Formal (Pre-Key Stage) Curriculum – <i>Exploration & Early Communication</i> iASEND Stage- S	To establish early cognition and shared attention.	Structured routines; repetition; adult-scaffolded exploration with visuals and symbols.	Engagement consistency, turn-taking, and early communication progress are tracked on iASEND
Saplings	Functional exploration: developing self-awareness and choice-making.	Formal Curriculum (Key Stage 1 Y1&Y2) iASEND Stage- E	To extend communication, independence, and early problem-solving.	Practical learning across Knowledge & Know-How, My Independence, Physical & Sensory strands.	Observable autonomy, simple sequencing, and progress in functional literacy/numeracy via iASEND.
Trees	Consolidating cognitive, social, and functional learning.	Formal Curriculum (Lower Key Stage 2 Y3&Y4) iASEND Stage- N	To apply learning in real-life contexts and strengthen reasoning,	Cross-curricular thematic projects blending academic and life-skills learning.	Increased generalisation of skills, independent work routines, data gains on iASEND.
Blossom	Preparing for adulthood: extended independence and vocational readiness.	Formal Curriculum (Upper Key Stage 2 Y5&Y6) iASEND Stage- N	To deepen personal responsibility and community participation.	Functional numeracy & literacy, travel training, enterprise projects, digital literacy.	Evidence through accreditation progress (EQUALS 14–19 units), self-evaluation, and EHCP targets.

How the Phases Connect

- Progress through the phases is fluid and personalised; pupils may move between levels depending on engagement, cognitive readiness, or EHCP review outcomes.
- Each phase intentionally builds on prior engagement and communication competencies, mirroring EQUALS' progression from engagement to independence.
- Medium-term planning integrates cross-phase themes, ensuring continuity while allowing flexibility for regression or accelerated progress.
- Assessment across all phases triangulates data from *EQUALS ladders*, *iASEND*, and *Wellbeing Portal.io* to secure a holistic understanding of development.

Seeds 'A' Informal	Seedlings 'S' Semi-formal	Saplings 'E' Formal KS1	Trees 'N' Formal Lower KS2	Blossom 'N' Formal Upper KS2
-----------------------	------------------------------	----------------------------	----------------------------------	------------------------------------

At AWS, we ensure that every pupil experiences a comprehensive and balanced curriculum. Instruction is delivered in progressive stages, with all learners undergoing assessments upon entry to ascertain appropriate curriculum engagement levels corresponding to their attainment. Progression through these stages occurs at personalised paces, facilitated by progressive curriculum content aligned with National Curriculum coverage. The curriculum tracker *iASEND* and the curriculum delivered in each of the phases of Adventure Wellbeing School align. The diagram above depicts the level the child is working at within the tracker via an assigned letter.

Seeds & Seedlings Phases ('A' & 'S') – EQUALS Informal and Semi-Formal Pathways (Pre-Key Stage 1)

Pupils within the Seeds and Seedlings Phases follow the EQUALS Informal or Semi-Formal Curriculum, depending on their developmental stage. These early phases correspond broadly to Pre-Key Stage 1 and focus on the below areas of learning:

- My Communication
- My Physical Wellbeing
- The World About Me
- My Play and Leisure
- My Thinking and Problem-Solving
- My Creativity
- My Independence and PSHE

The EQUALS Informal and Semi-Formal frameworks emphasise engagement, interaction, and sensory exploration. Learning is largely experiential, with structured routines and continuous provision that allow children to rehearse, revisit, and apply skills.

Children have access to indoor and outdoor continuous provision, supporting exploration, communication, and regulation. Classrooms and outdoor areas are intentionally designed to foster independence, curiosity, and early problem-solving, in line with the EQUALS principle of “*learning through doing*.”

Saplings Phase (E) – Formal Pathway (Key Stage 1)

All pupils in the Sapling Phase (KS1 curriculum content) study at least English, Mathematics, Science, History, Geography, Art, Music, Design Technology, Religious Education and Physical Education. The programmes of study in these subjects are based upon the English National Curriculum. Personal Social and Health Education (including ESR and Citizenship) is also taught both discreetly and in an embedded manner throughout the curriculum.

Well-equipped, fully resourced classrooms provide a stimulating working environment. Lessons also take place in an in-house messy zone, a well-resourced outdoor area and a sensory zone. Wellbeing and PE lessons take place both on and off the school grounds with off-site access to grass and Astro turf pitches as well as a gym.

The children also engage in a cultural capital and outdoor curriculum that is carefully planned to meet mental health, physical health, and wellbeing objectives.

Trees and Blossom Phases (N)- Formal Pathway (Lower Key Stage 2 and Upper Key Stage 2)

All pupils in the Trees and Blossom Phases (KS2 curriculum content) study at least English, Mathematics, Science, History, Geography, Art, Music, Design Technology, Religious Education and Physical Education. The programmes of study in these subjects are based upon the English National Curriculum. Personal Social and Health Education (including ESR and Citizenship) is also taught both discreetly and in an embedded manner throughout the curriculum.

Resources are vast and varied. Pupils have access to planned sessions in an in-house messy zone, well-resourced outdoor area and sensory zone. Wellbeing and PE lessons take place both on and off the school grounds with off-site access to grass and Astro turf pitches as well as a gym.

Pupils also have access to several specialist activities in the local area. They engage in a cultural capital and outdoor curriculum carefully planned to meet mental, physical, and wellbeing objectives.

Unique Features of Adventure Wellbeing School – Mental Wellbeing.io Portal

AWS introduces the bespoke 'Mental Wellbeing.io Portal', devised by our educational proprietors, to play a pivotal role in monitoring and tracking each pupil's mental health and overall wellbeing. This influential strategy highlights the unbreakable link between mental and physical health while meticulously tracking pupils' improvement in mental wellbeing.

Reports are compiled for each pupil to assess their progress concerning their mental health enhancements. Measurement tools are advocated for use by The World Health Organisation and Public Health England. Our educational opportunities are strategically planned and structured around 'The 5 Ways to Wellbeing' paradigm, recognised by MIND, the mental health charity and the NHS. Emphasising the importance of physical activity as a primary contributor to both physical and mental health, we actively promote strategies that encourage pupils to:

- Connect: Build and sustain positive relationships.
- Be Active: Take charge of their physical health through mindfulness around diet, exercise, and adequate sleep.
- Take Notice: Cultivate mindfulness; appreciate surroundings.
- Keep Learning: Embrace a growth mindset and lifelong learning.
- Give Back: Encourage positive contributions to family, friends, and society.

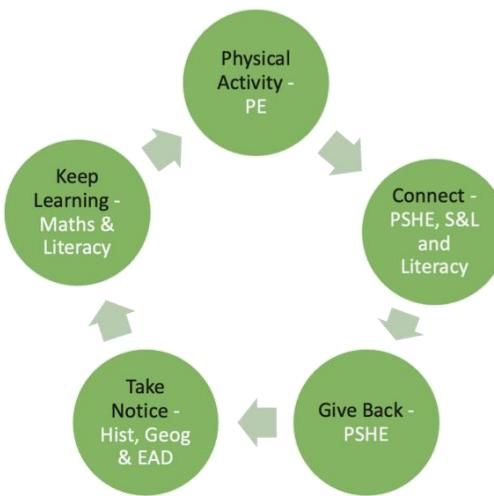
As pupils' mental health and wellbeing improve, they become increasingly prepared to engage with educational initiatives. Our dedication to mental health is woven into our holistic educational philosophy, underpinned by a non-clinical therapeutic approach. This empowering framework enables pupils to achieve emotional stability, fostering positive engagement with educational programmes and success in their academic pursuits.

Unique Features of Adventure Wellbeing School - Cultural Capital & 'The Five Ways to Wellbeing'

Adventure Wellbeing School offers a distinct educational experience by incorporating a Cultural Capital curriculum aligned with 'The 5 Ways to Wellbeing'. Our approach is designed to provide pupils with academic knowledge and equip them with the skills and experiences vital to sustaining robust mental health and overall wellbeing. Our guiding ethos dictates that education must transcend mere academic attainment, encompassing enriching cultural opportunities that foster personal growth and emotional development.

In England's education realm, the significance of cultural capital cannot be overstated. Cultural capital encompasses the array of cultural experiences and opportunities educators provide to cultivate pupils' understanding of their environment. AWS operates a regular educational visit programme which is carefully orchestrated to primarily increase each pupil's cultural capital. Incorporating 'The 5 Ways to Wellbeing' into these on and off-site learning experiences benefits pupils academically and also

enriches their emotional health. Each experience crafted by AWS is aligned with one of these five principles, enabling pupils to acquire cultural knowledge while fostering resilience and maintaining mental wellbeing.



Curriculum Responsibilities

The Role of the Headteacher

The headteacher holds overall responsibility for the leadership and management of the curriculum, ensuring that it is broad, balanced, and meets the needs of all pupils. The headteacher is supported in this role as follows:

- Proprietors review the curriculum to ensure that at all times it is broad and balanced and meets the requirements of the Independent School Standards.
- The deputy headteacher oversees the work of subject leaders, ensures that the curriculum has appropriate coverage and progression, and monitors pupils' progress in all subject areas.
- Middle leaders are responsible for key curriculum areas, such as English, maths, SEND, wellbeing, cultural capital, and outdoor play and learning (OPAL), driving excellence and development.

The Role of Subject Leaders

Subject leaders are crucial to developing and improving their respective areas' standards. They have the following responsibilities:

- Providing strategic leadership in their subject.
- Liaising with class teachers to ensure cohesive and effective content delivery for work units.
- Ensuring the curriculum is inclusive and accessible to all pupils.
- Evaluating and monitoring standards through work scrutiny and assessing pupils' progress.
- Collaborating with the senior leadership team to share insights on teaching quality, pupil outcomes, and improvement plans for their subject.
- Monitoring the attainment and progress of all pupils in their subject area.
- Staying updated on developments or changes within their subject, providing staff with relevant professional development opportunities.
- Identifying and recommending high-quality educational resources in their subject area.
- Sharing examples of best practices with colleagues.
- Ensuring policies related to their subject are updated and shared with staff.
- Supporting newly qualified teachers (ECTs) and others in developing their skills and knowledge within the subject.
- Keeping parents informed about subject-specific developments through newsletters or other communications.

The Role of the SENCo

The SENCo plays a pivotal role in ensuring the curriculum is accessible for all pupils, particularly those with SEND. Responsibilities include:

- Collaborating with the headteacher and teachers to ensure inclusivity in the curriculum.
- Ensuring that teaching materials do not discriminate against any pupil, in line with the Equality Act 2010.
- Conducting SEND assessments when required and ensuring pupils receive the necessary support.
- Sharing curriculum implementation strategies to ensure that the curriculum is accessible for all.
- Liaising with external agencies to provide additional support for pupils when necessary.

The Role of Class Teachers

Class teachers are responsible for implementing the curriculum in their classrooms, developing comprehensive plans, and creating engaging learning experiences. Key responsibilities include:

- Develop short-term, medium-term, and long-term plans based on the school's overarching, broad and balanced curriculum framework.
- Designing lessons that offer relevant, authentic, and engaging learning experiences.
- Ensuring lessons are inclusive and accessible to all pupils.
- Planning collaboratively within school phases to maintain parity and ensure class consistency.
- Following agreed policies and guidelines related to subject teaching within the school.
- Tailoring lessons to meet the needs of every child, ensuring differentiation to support diverse abilities.
- Ensuring that lessons build on what pupils already know, incorporating prior knowledge into new learning experiences.
- Reporting to parents on pupils' progress and attainment in accordance with school policy.

Specific SEND Curriculum Adjustments

Whilst our curriculum intent is the same for all learners, our implementation of the curriculum may well look different for different groups of pupils across different subjects. Teachers will plan, scaffold, challenge, and embed learning through activities adapted to meet children's needs—we call this adapted implementation. This is to ensure that all can meet our curriculum within an inclusive environment that is mindful and responsive to children's needs.

Examples of strategies used include but are not limited to the following—

Word banks and picture resources may be supplied to assist learners with language and processes. Staff may scribe for children to ensure a child's explanations and articulation are not limited by writing competence. Staff may also refer to relevant language regularly throughout the lesson and use tools such as targeted resources and working and display walls. Staff may provide learners with targeted resources to support their learning and understanding, such as visual aids. Use small group teaching opportunities to dedicate more time and support to provide additional learning opportunities to learners working towards a planned objective. Staff may provide learners with targeted resources, such as concept cartoons prompts to support their learning and understanding.

Curriculum Overviews and Schemes of Work

Early Years Curriculum (Seeds and Seedlings Phase)

The Early Years Foundation Stage (EYFS) curriculum is planned to align with the EYFS Statutory Framework rather than the National Curriculum. This ensures that young learners in the Seeds and Seedlings phase of the school receive a developmentally appropriate education that nurtures their cognitive, social, emotional, and physical development. The curriculum is designed to meet the needs of all learners, setting them on a path to success through play-based and exploratory learning (*see Adventure Wellbeing School EYFS Curriculum Policy for further details*).

English Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, our English curriculum is meticulously designed to provide an inclusive, engaging, and personalised learning experience for every pupil. While it is grounded in the National Curriculum, it is carefully adapted to meet

the diverse needs of children with SEND, ensuring that all pupils can access rich and meaningful opportunities for communication and literacy development.

Our approach recognises that pupils progress at different rates and may be working at a stage rather than age level. As a result, English is delivered through three aligned pathways:

Informal Pathway: English is delivered through the *My Communication and Interaction* curriculum and is taught through thematic, text-related experiences. Pupils engage with stories, sensory texts, songs, rhymes, and narrative play to develop early communication intent, shared attention, expressive methods (AAC, signing), and exploratory mark-making. Themes provide coherence and repetition, helping pupils to connect meaningfully with language and story.

Semi-Formal Pathway: English continues through *My Communication and Interaction* but with increased structure. Learning is also thematic and text-related, using high-quality picture books, accessible narratives, and functional texts to develop early literacy. This includes expressive/receptive language, symbol and word recognition, sequencing, retelling, phonological awareness, and emergent writing linked to meaningful themes and experiences.

Formal Pathway: English teaching becomes subject-specific and aligns with the National Curriculum, while still being adapted to each pupil's developmental stage. Pupils may engage with texts, phonics, grammar, writing composition, and reading comprehension at a personalised level, while being exposed to age-appropriate content to build vocabulary, cultural capital, and confidence.

Across all pathways, our curriculum does more than teach language—it lays the foundations for effective communication, meaningful interaction, emotional expression, and lifelong learning. We aim not only to prepare pupils for academic success but also to equip them with the essential skills they need for everyday communication, empowering them to express themselves confidently through listening, speaking, reading, and writing.

Phonics Instruction

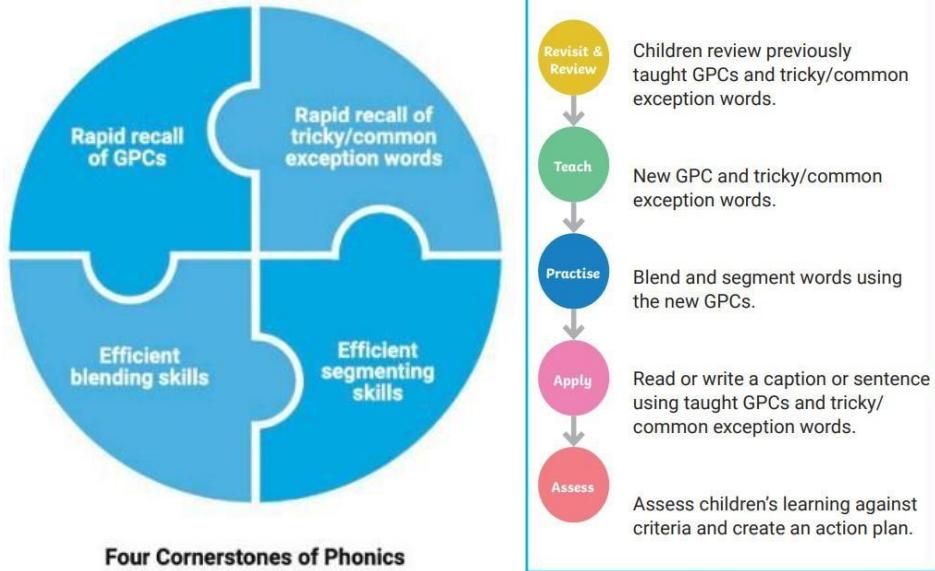
Phonics is at the heart of our English teaching strategy, with daily lessons encompassing various essential elements. We recognise that a strong focus on phonics lays the bedrock for early reading and writing, enabling our pupils to develop crucial literacy skills. In line with our educational philosophy, we deliver systematic synthetic phonics instruction, following the Twinkl Phonics programme. This approach ensures consistency, quality, and robust progression throughout the school, providing all pupils with the foundational skills necessary to tackle the complexities of reading and writing.

Effective phonics instruction involves teaching pupils to read by focusing on the relationships between letters and sounds. During synthetic phonics lessons, pupils learn to recognise each letter's sounds and how to blend these sounds to read words. This method facilitates reading and strengthens spelling skills as pupils learn to deconstruct words into their sounds. The expectation is that, once pupils are comfortable with the letters and sounds that comprise words, they should be able to read 'nonsense' words that do not exist in the English language, demonstrating their understanding of phonetic principles.

Our aims for phonics education encompass several key objectives. We strive to establish a cohesive whole-school approach that fosters progression and continuity in phonics education, ensuring all teachers engage in quality-first teaching. Furthermore, we are committed to ensuring that systematic synthetic phonics remains the primary approach pupils utilise for reading and spelling, focusing on teaching all 44 graphemes within the English language. We also aim to equip pupils with specific strategies to identify and decode common exception words, and we employ robust assessment procedures to track progress and identify those in need of intervention. Finally, we encourage pupils to apply their phonic knowledge across the curriculum, fostering a genuine love of reading and enjoyment of literature.

Our specific objectives in phonics instruction include providing high-quality teaching that ensures all pupils establish a strong foundation for engaging in the complex processes inherent in reading and writing. We emphasise that phonics teaching should be systematic and progressive, spanning the Foundation Stage, Key Stage One, and Key Stage Two, and we strive to foster solid phonetic knowledge so that pupils can confidently decode words and develop higher-order reading and writing skills.

Adventure Wellbeing School employs the Twinkl Phonics programme due to its robust structure and clear progression. It allows pupils to meet or exceed expected standards, stimulating learning through engaging materials. We believe pupils learn best when they enjoy their learning, so we prioritise the integration of vibrant, fun, and engaging lesson resources in our systematic teaching approach. Each Twinkl Phonics lesson follows a familiar five-part structure, ensuring that all four cornerstones of phonics are addressed. Pupils repeat these essential components, engaging in blending and segmenting activities to reinforce their skills.



Utilising a Twinkl tracking grid, classroom staff meticulously track pupil phonic knowledge and progress. This moderation occurs through phonics observations and collaborative efforts with senior leadership team members, who work one-on-one with pupils to assess their understanding. Reading progress and attainment are monitored via our iASEND platform, which facilitates the evaluation of the impact of phonics knowledge.

A typical phonics lesson follows a daily routine consolidating previous learning while introducing new content. This combination of 'carpet time' and follow-up activities provides pupils with myriad opportunities to engage with reading. Following discrete phonics lessons, phonics concepts continue to inform continuous provision for pupils. We provide numerous avenues for pupils to engage with reading material, including individual reading sessions with classroom staff. To augment memory retention of phonemes, we employ actions that align with a kinaesthetic, visual, and auditory approach, catering effectively to pupils with SEND.

Reading Instruction

Reading instruction at Adventure Wellbeing School is developmentally staged, needs-led, and delivered through our three curriculum pathways: Informal, Semi-Formal, and Formal. Across all pathways, reading is taught through rich, engaging texts and thematic learning that supports language development, comprehension, and communication.

Reading in the Informal Pathway

In the Informal Pathway, reading is delivered through the *My Communication and Interaction* curriculum and stand-alone daily phonics sessions. Teaching is thematic and text-related, using sensory stories, object-based narratives, songs, rhymes, and repetitive texts to build foundational pre-reading skills. Instruction focuses on:

- developing shared attention
- enjoyment and anticipation of stories
- symbolic understanding through objects and visuals
- engagement with rhyme, rhythm, and sound
- early book-handling behaviours
- exposure to print and meaningful words in context

Reading is highly experiential, with sessions delivered through sensory play, movement, and communication-rich interaction.

Reading in the Semi-Formal Pathway

Reading instruction in the Semi-Formal Pathway also remains thematic and text-related, with pupils accessing high-quality picture books, functional texts, poems, and narratives as part of topic learning. Teaching continues through *My Communication and Interaction* with a growing emphasis on early literacy skills, including:

- symbol and word recognition

- matching pictures and words
- sequencing story events
- identifying characters, settings, and feelings
- phonological awareness (rhyme, alliteration, environmental sounds)
- developing comprehension through discussion, drama, and role play

Texts are carefully chosen to support communication, vocabulary development, and concept-building.

Reading in the Formal Pathway

As pupils transition into the Formal Pathway, reading becomes more structured and aligns more closely with the National Curriculum. Phonics, decoding, comprehension, vocabulary development, and fluency are taught explicitly. Pupils access:

- banded books
- age-appropriate high-quality texts
- Accelerated Reader number ranges
- guided, group, and whole-class reading sessions

Although pupils may be working at a stage below age-related expectations, they are still exposed to age-appropriate themes and texts to build background knowledge and cultural capital.

- **Book Talk:** During these sessions, pupils read aloud to a group, scaffolding their understanding through thoughtful discussions. Participants are given in-depth prompts from a 'Reading Rainbow' to answer in pairs or groups, fostering comprehension alongside collaborative dialogue. One or two pupils subsequently relay their responses to the class, with opportunities to discuss and refine the quality of their answers.
- **Whole-Class Text Reading:** This component involves sharing high-quality texts across the class. It may encompass narratives, nonfiction, or poetry. The teacher models comprehension by exploring selected sentences, facilitating deeper understanding among pupils.
- **Demonstration of Comprehension:** The teacher models responses to text-based questions from the 'Reading Rainbow'. Children then practice independently by answering comprehension questions related to the text they have read.

In later phases, pupils are regularly provided with opportunities to practice comprehension techniques through carefully structured questions. In the Trees and Blossom Phases, pupils requiring additional support are encouraged to read one-to-one with an adult or in small groups. They are also given opportunities to read for enjoyment, and we actively encourage using the school library or home books for silent, personal reading experiences.

Celebrating Diversity Through Reading

Our English curriculum is intrinsically linked to pupils' Spiritual, Moral, Social, and Cultural (SMSC) development. Through daily class reading sessions with a strong SMSC focus, we aim to cultivate a love of reading while deepening pupils' understanding of themselves, others, and the wider world. These sessions enrich engagement with reading, phonics, language, and thematic learning.

Across all pathways—including the Informal, Semi-Formal, and Formal pathways—pupils are exposed to stage-related SMSC texts. This ensures that even children working within the Informal Pathway experience high-quality stories and books that explore emotions, identity, relationships, diversity, fairness, and community, presented in developmentally appropriate, accessible ways. These texts may be multisensory, simplified, or supported with objects, visuals, and AAC to ensure meaningful engagement.

At Adventure Wellbeing School, pupils receive a comprehensive and inclusive programme that equips them with the knowledge, skills, and experiences necessary for informed decision-making, resilience, and personal development. Through a wide range of purposeful reading materials and discussions, children develop an understanding of themselves and learn how they can contribute positively to the school and wider community.

Our school prioritises inclusivity by fostering a culture where every pupil and staff member contributes to an environment grounded in respect and belonging. We believe that all voices should be heard, and we intentionally create opportunities for pupils to explore differing viewpoints, celebrate diversity, and appreciate uniqueness. Engaging with SMSC texts supports pupils in recognising and discussing language or behaviour that may be inappropriate or discriminatory, preparing them for life in modern Britain.

We aim to convey a consistent message across our school community:

- There are no outsiders here.
- Everyone is different, and we celebrate those differences.
- We are all equal in our uniqueness.
- I can engage with you, even if our differences may be pronounced.
- We uphold British values, which are enshrined in law.

To further this message, all pupils partake in a ten-minute daily reading session, during which they explore thoughtfully chosen, age-appropriate texts highlighting the protected characteristics as outlined in the Equality Act 2010.

These texts not only foster open dialogue but also enhance awareness of the diverse world in which we live, encouraging pupils to delve into varied identities, celebrate diversity, and embrace differences among themselves and others.

Writing Instruction

Writing is a vital component of our English curriculum and is closely connected to the high-quality texts selected for each class. Writing opportunities stem from poetry, fiction, non-fiction, film clips, and cross-curricular themes, ensuring pupils experience meaningful, engaging contexts for written expression across all pathways: Informal, Semi-Formal, and Formal.

Writing in the Informal Pathway

In the Informal Curriculum, writing development begins through the *My Communication and Interaction* area of learning. Pupils explore early mark-making as part of sensory and thematic experiences, using a wide range of materials such as sand, paint, foam, magnetic boards, and large-scale outdoor resources. Writing is:

- exploratory, sensory, and play-based
- linked to thematic, text-related learning (sensory stories, songs, rhyme, object-based books)
- focused on building pre-writing foundations such as gross and fine motor development, hand strength, imitation, and symbolic understanding

Pupils are encouraged to express meaning through marks, gestures, symbols, AAC, or early emergent writing tools, laying the groundwork for future transcription and composition.

Writing in the Semi-Formal Pathway

In the Semi-Formal Curriculum, writing continues to be thematic and text-driven, with pupils engaging in writing experiences inspired by picture books, functional texts, and meaningful topics. Writing focuses on:

- emergent writing (letter-like shapes, labels, simple sentences)
- developing fine motor control and handwriting readiness
- writing for real purposes (signs, captions, lists, messages, simple recounts)
- supported composition through shared writing, sequencing, and visual scaffolds

Teachers model writing in accessible ways, using symbols, sentence starters, guided prompts, and group composition to help pupils communicate meaning effectively.

Writing in the Formal Pathway

From the Saplings Phase (and for pupils following the Formal pathway), writing becomes more structured and is guided by the Jane Considine materials. Teachers plan through clear, progressive units that cover National Curriculum objectives using fiction, non-fiction, and poetry frameworks. This includes:

- ambitious sentence-level instruction through "sentence stacking"
- explicit teaching of grammar, vocabulary, and compositional skills
- modelled and shared writing based on high-quality literature
- extended writing opportunities linked to topics and texts
- regular review, editing, and redrafting

Introduction

At Adventure Wellbeing School, we recognise mathematics as a fundamental life skill that enables pupils to problem-solve, reason logically, and navigate the world with increasing independence. For pupils with SEND, the development of mathematical understanding is especially significant, supporting confidence, autonomy, and broader academic progress.

Our mathematics curriculum is intentionally designed to meet the diverse needs of all learners. We value each pupil's unique developmental profile and ensure that every child receives the support, resources, and personalised guidance required to thrive. We aim to provide an inclusive, engaging, and meaningful mathematical experience that is accessible across all learning pathways and adaptable to a wide range of learning styles.

Mathematics at Adventure Wellbeing School is delivered through three pathways, ensuring a coherent stage-not-age model:

- **Informal Pathway:** Mathematics is taught through thematic, sensory, and practical experiences. Pupils develop early mathematical awareness through routine, play, movement, songs, exploration of objects, and real-life contexts (sorting, matching, patterning, comparing, early quantity).
- **Semi Formal Pathway:** Mathematical skills are developed through thematic and practical activities, linked to meaningful experiences such as cooking, outdoor learning, construction, role play, and topic-based tasks. Pupils explore early number, shape, measure, and problem-solving through hands-on, structured activities with increasing intention and independence.
- **Formal Pathway:** Mathematics follows the structure and progression of White Rose Maths, providing organised, scaffolded learning sequences that support conceptual understanding. Lessons include explicit teaching of fluency, reasoning, and problem-solving, adapted to pupils' developmental stage and individual needs.

This integrated approach ensures that all pupils—regardless of pathway—experience mathematical learning that is relevant, purposeful, and ambitious.

Aims

The key aims of our mathematics curriculum for SEND learners at Adventure Wellbeing School are as follows:

- **Mastery of Key Concepts:** Our goal is to provide SEND pupils with a solid foundation in mathematics by teaching concepts in manageable increments and ensuring thorough comprehension before advancing. This mastery approach facilitates confidence and competence at an individual pace.
- **Development of Mathematical Fluency:** We assist pupils in fluency with essential mathematical skills, such as number facts, basic calculations, and times tables, through consistent practice. This fluency is instrumental in applying knowledge to real-life scenarios.
- **Encouragement of Problem-Solving and Reasoning:** Pupils are guided to utilise their mathematical knowledge for practical problem-solving and critical thinking. We support SEND learners in honing reasoning skills through well-structured activities.
- **Support for Individual Learning Needs:** Our curriculum is flexible and differentiated, recognising the individuality of each SEND pupil. We adapt our teaching methods to meet specific requirements, providing additional assistance and interventions when necessary.
- **Promotion of Inclusivity and Accessibility:** Every child deserves access to a high-quality mathematics education. We employ diverse teaching strategies and resources to ensure that our mathematics lessons meet the needs of all SEND learners.
- **Fostering a Positive Attitude Towards Mathematics:** We aim to cultivate a supportive environment where SEND pupils feel secure exploring mathematical concepts without fear of failure. Encouraging perseverance and celebrating even minor achievements instils a growth mindset and a passion for mathematics.

The structure and sequencing of our mathematics curriculum are designed to be accessible and coherent. Recognising SEND learners' need to have their learning material divided into smaller, achievable segments, we provide ample opportunities for consolidation and reinforcement. The curriculum is thoughtfully sequenced to build upon prior knowledge while gradually introducing new concepts.

The mastery approach is at the core of our curriculum. It grants SEND pupils the necessary time and support to understand each concept thoroughly before progression. This methodology equips pupils with confidence and proficiency in their mathematical skills, thus avoiding the pitfalls associated with rapid advancement through the curriculum.

Our curriculum heavily relies on White Rose Maths resources, which furnish structured lesson plans, assessments, and activities tailored to support mastery learning. These resources are strategically adapted to meet the individual requirements of SEND

pupils, ensuring every learner has the opportunity to succeed.

Key Stage Progression

Key Stage 1 (Saplings Phase):

This stage emphasises foundational skills in number sense, basic operations, and understanding shapes and measurements. SEND learners engage with mathematical concepts through tactile, practical activities, ensuring that learning remains accessible and enjoyable.

- **Number Sense and Place Value:** Pupils are introduced to the basics of counting, number recognition, and place value through physical manipulatives, their meaning and relevance as counters and number lines.
- **Addition and Subtraction:** Simple addition and subtraction are taught using visual aids and real-world contexts, enhancing their meaning and relevance.
- **Shapes and Measurements:** Pupils experiment with basic geometric shapes and measurements, comparing lengths, weights, and capacities using tactile and visual experiences.
- **Problem-Solving and Reasoning:** We initiate problem-solving even at this stage, encouraging pupils to think critically as they tackle simple challenges in a supported setting.

Key Stage 2 (Trees and Blossom Phases):

This stage involves a deeper exploration of mathematical concepts and their application in increasingly complex contexts. It solidifies SEND learners' core skills while introducing more abstract ideas.

- **Multiplication and Division:** Building on their knowledge of addition and subtraction, pupils learn multiplication and division through materials, visual representations, and real-life scenarios.
- **Fractions, Decimals, and Percentages:** SEND learners are introduced to these concepts through practical activities that emphasise their interrelations, supported by visual models and interactive tools.
- **Geometry and Measurement:** Pupils deepen their understanding of geometry, learning about angles, shapes, and symmetry while engaging in hands-on measurement activities.
- **Problem-Solving and Reasoning:** Embedded within daily lessons, problem-solving and reasoning support SEND pupils in thinking critically and articulating their thought processes as they face challenges.

Tailored Support and Interventions:

Our approach involves several specific strategies to cater to the needs of SEND learners:

- **Differentiated Instruction:** Lessons are customised to align with the unique needs of SEND learners, ensuring that tasks are accessible by using simplified language, visual supports, or extra scaffolding as necessary.
- **Concrete-Pictorial-Abstract (CPA) Approach:** This highly effective methodology aids SEND pupils' comprehension by starting with tangible objects and progressing to pictorial representations before concluding with abstract symbols.
- **Small-Group or One-to-One Interventions:** We provide focused sessions for pupils needing additional assistance, fostering a nurturing environment that allows learners to build confidence.
- **Individual Educational Plans (IEPs):** Each SEND pupil has an IEP detailing their strengths, areas for improvement, and strategies required to support their mathematical learning. These plans are collaboratively reviewed and updated.
- **Use of Assistive Technology:** Where appropriate, we integrate assistive technology to enhance the learning experience for SEND pupils, employing interactive resources and digital tools.

Teaching and Learning Strategies:

Our varied teaching and learning strategies are designed to enrich the experience of SEND learners and ensure engagement and progression in mathematics.

- **Hands-on, Tactile Learning:** Using manipulatives, such as base-ten blocks and counters, helps pupils visualise mathematical ideas and develop a profound comprehension of concepts.
- **Collaborative Learning:** Group work promotes communication skills and peer learning while fostering cooperation and a sense of belonging.
- **Scaffolding and Structured Support:** We provide incremental support, including guided practice and visual aids, helping pupils break down complex tasks into manageable components.
- **Explicit Teaching of Mathematical Vocabulary:** To aid comprehension, we ensure that mathematical terminology is explicitly taught and regularly reinforced.

Assessment and Feedback:

Assessment is integral to our mathematics programme. It allows us to monitor pupil progress and tailor support.

- **Formative Assessment:** Ongoing assessments conducted through discussions and observations provide immediate feedback, enabling teachers to adapt their instruction.
- **Summative Assessment:** At the end of units or terms, these assessments evaluate comprehensive understanding, with adjustments to align with individual learning plans.
- **Personalised Feedback:** Feedback is specific, constructive, and focused on improvement areas, celebrating successes to motivate further progress.

Professional Development for Staff:

To equip our educators to meet SEND learners' needs, we provide ongoing training in the following areas:

- **Mastery Approach:** Teachers receive training focused on teaching for deep understanding and supporting problem-solving.
- **SEND-Specific Training:** This encompasses strategies for differentiation and assistive technology use.
- **Collaborative Planning:** Teachers engage in collaborative planning, sharing strategies and ensuring consistency in supporting SEND learners.

At Adventure Wellbeing School, our mathematics curriculum is specifically designed to cater to the unique requirements of SEND learners. Through a mastery approach and differentiation, we aim to equip every child with the necessary skills, confidence, and resilience to thrive in mathematics and beyond.

Science Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we believe every child deserves access to a high-quality, engaging, and meaningful science education—regardless of their starting point, developmental stage, or individual needs. Our science curriculum nurtures curiosity, builds foundational understanding of the world, and promotes scientific enquiry in ways that are accessible, relevant, and empowering for pupils with SEND.

Science teaching at Adventure Wellbeing is delivered through three pathways, ensuring a cohesive stage-not-age approach.

- **Informal Pathway:**

Science is learned through thematic, sensory, and exploratory experiences. Pupils investigate the world around them through play, movement, sensory engagement, outdoor learning, and real-life encounters. This includes exploring textures, materials, cause and effect, natural environments, living things, weather, and seasonal change. Learning is highly practical and rooted in curiosity, communication, and early problem-solving.

- **Semi-Formal Pathway:**

Science continues to be thematic and hands-on, with pupils engaging in structured activities that link to familiar topics and meaningful contexts. Pupils explore early scientific concepts through cooking, gardening, water play, light and sound exploration, simple investigations, and outdoor discovery. They begin to develop early enquiry skills such as observing closely, asking questions, making simple predictions, and talking about what they notice.

- **Formal Pathway:**

Pupils follow a structured progression based on the White Rose Science scheme, adapted to ensure inclusivity and developmental appropriateness. This pathway supports the teaching of key knowledge and scientific enquiry skills through well-sequenced units. Pupils develop understanding across biology, chemistry, and physics through investigations, observation, recording results, and evaluating outcomes—all scaffolded to meet individual needs.

Across all pathways, science is intentionally adapted to ensure it is accessible, engaging, and rooted in practical experience, enabling every learner to achieve success and develop confidence as a young scientist.

Aims

- To provide a stimulating and accessible science curriculum that encourages all children to develop a deep understanding of the world through biology, chemistry, and physics.
- To nurture children's scientific thinking ability by observing, predicting, investigating, and concluding.
- To ensure that science lessons are appropriately differentiated and tailored to meet the individual needs of SEND learners.

Curriculum Overview

Our science curriculum is divided into two key strands:

1. **Working Scientifically:** This strand emphasises the development of scientific skills, including observing changes over time, identifying patterns, grouping and classifying, conducting fair tests, and using secondary sources for research. These skills are progressively built upon throughout the children's time at the school.
2. **Scientific Knowledge:** This focuses on building a solid foundation of core scientific concepts in biology, chemistry, and physics. Each unit is scaffolded to ensure that all children, including those with additional needs, can engage with and understand the material.

SEND Learners: Our children may require additional support to engage fully with the science curriculum. At Adventure Wellbeing School, we adopt a variety of strategies to ensure that all learners can access and succeed in science:

- **Breaking Down Learning:** Science lessons are carefully broken into manageable chunks. Each unit of work is introduced through a knowledge organiser, which clearly outlines the critical information children will learn over the half-term. Concepts are introduced gradually, with frequent opportunities for reinforcement and practice to support retention.
- **Visual and Practical Learning Aids:** We provide various resources to support understanding, such as word banks, visual aids, concept cartoons, and practical tools (e.g., magnifiers, measuring tools, recording devices). These resources help children grasp complex scientific ideas through hands-on, sensory experiences.
- **Pre-Teaching of Vocabulary:** Key scientific vocabulary is pre-taught before introducing new concepts. Children with language processing difficulties or learning barriers can confidently approach new lessons.
- **Small Group Support:** SEND learners work in small groups to receive more focused attention. These groups allow teachers to tailor their explanations and provide additional opportunities for hands-on exploration of concepts, ensuring children understand before progressing.
- **Scaffolded Activities:** Activities are scaffolded to meet each child's learning needs. Tasks are differentiated by outcome and support, with more guided functions for those who need them and more independent tasks for others. This ensures every child is appropriately challenged.

Assessment and Progress Tracking

Assessment is an ongoing process at Adventure Wellbeing School, with formative and summative assessments used to track each child's progress in science.

- **Formative Assessment:** Teachers assess children during lessons through observation and questioning, using tools like feedback files and regular knowledge recall activities. These assessments inform future lesson planning, ensuring that any gaps in knowledge are quickly addressed.
- **Summative Assessment:** At the end of each unit, children are assessed against the subject endpoints outlined in the medium-term plans and White Rose scheme. These assessments are recorded in the school's iASEND tracking tool, which monitors each child's progress against individual targets and National Curriculum standards.

Physical Education (PE) Intent at Adventure Wellbeing School

At Adventure Wellbeing School, we aim to deliver an inclusive and high-quality Physical Education (PE) programme that promotes physical competence, confidence, enjoyment, and a lifelong love of movement. We recognise that children with Special Educational Needs and Disabilities (SEND) may require personalised support, adapted activities, and carefully structured opportunities to succeed. Our PE curriculum ensures that every learner—regardless of pathway or developmental stage—can lead healthy, active lives.

PE is delivered through three pathways, aligned with each pupil's readiness and needs:

- **Informal Pathway (My Physical Wellbeing):**
Physical development is taught through the *My Physical Wellbeing* curriculum, which focuses on sensory movement, early motor development, balance, body awareness, regulation, strength-building, and exploratory play. Activities may include sensory circuits, movement breaks, yoga, dance, soft play, outdoor exploration, and functional movement tasks embedded in daily routines.
- **Semi-Formal Pathway (My Physical Wellbeing):**
Pupils continue accessing PE through *My Physical Wellbeing*, developing coordination, gross and fine motor skills, early games skills, dance movement, simple rule-based activities, and outdoor learning. Teaching remains thematic, practical, and hands-on, with activities adapted to individual pupils' communication, sensory, and physical needs.
- **Formal Pathway:**
Pupils engage with a structured PE curriculum informed by Twinkl Move and aligned to the National Curriculum. They develop skills across games, gymnastics, dance, athletics, outdoor and adventurous activities, and swimming. Lessons

build competence, stamina, tactical awareness, and teamwork while maintaining high levels of scaffolding and accessibility.

Across all pathways, PE emphasises enjoyment, inclusion, and the development of physical skills that support emotional regulation, confidence, communication, and overall wellbeing.

Aims

The PE curriculum at Adventure Wellbeing School aims to:

- Develop competence in a wide range of physical activities.
- Promote physical activity and healthy lifestyles for sustained periods.
- Encourage participation in both competitive and non-competitive sports and physical activities.
- Instil confidence and team-working skills while promoting self-esteem.
- Ensure that all pupils, regardless of their abilities, have opportunities to excel and enjoy physical activities.

By the time pupils leave, they will:

- Lead healthy, active lives.
- Enjoy engaging in a variety of sports, including both individual and team activities.
- Show teamwork, respect, and self-esteem and communicate strategies effectively.
- Develop flexibility, strength, technique, control, and balance.
- Confidently participate in swimming and be able to swim at least 25 meters using different strokes and perform safe self-rescue.
- Analyse and evaluate their performances and those of others.

Curriculum Structure and Sequencing

Children have indoor and outdoor activities. One session is, at times delivered off-site. The curriculum covers a wide range of sports and physical activities, such as:

- Invasion games (e.g., football, rugby)
- Net and wall games (e.g., tennis, badminton)
- Strike and field games (e.g., cricket, rounders)
- Gymnastics and dance
- Swimming, with swimming lessons provided during the summer term using an on-site pop-up pool.
- Outdoor and adventure activities are also integrated into residential experiences for Key Stage 2 pupils.

We follow Twinkl Move for PE planning and delivery, ensuring that lessons align with National Curriculum standards and are adaptable for SEND/SEN children. Each unit includes specific learning objectives and skill progression tailored to individual needs.

We understand that SEND/SEN learners require additional support to access and participate in PE activities. We use the STEP principle (Space, Task, Equipment, People) to ensure all children can participate fully and thrive in PE:

- **Space:** We adjust the environment to make activities more accessible, ensuring clear spaces and reducing distractions. For children with hearing impairments, we ensure they are positioned close to the teacher.
- **Task:** Activities are adapted to ensure all learners can participate. This might involve simplifying tasks, breaking them down into smaller steps, or modifying the rules of games to suit the learners' needs.
- **Equipment:** We use adapted equipment, such as lighter balls, more significant targets, or brightly coloured materials, to ensure all children can engage. Ramps, sound cues, and grips may be introduced for specific learners.
- **People:** Children may work in mixed-ability groups or with additional adult support to guide them through activities, build confidence, and ensure they can access the lesson content.

Swimming:

During the summer term, all children, including those with SEND, are taught to swim in an on-site pop-up swimming pool. We will try to ensure:

- Each child can swim at least 25 meters confidently.
- Pupils are taught different strokes and basic water safety, including self-rescue techniques.
- Swimming lessons are adapted for children requiring additional water support, with flotation aids, specialised teaching

methods, and one-to-one support where necessary.

Assessment and Tracking

PE skills are assessed through:

- Teacher observation during lessons, with notes on pupils' progress toward specific skills and objectives.
- Formative assessments based on the progression toward subject endpoints outlined in the medium-term plans.
- Summative assessments at the end of each unit, recorded in the school's iASEND tracking tool to monitor each child's progress in relation to Curriculum standards.

Inclusive Practice in PE

Our PE curriculum ensures all children, regardless of ability, have access to high-quality physical education. Our adapted implementation approach means that:

- The intent remains the same for all learners, but how lessons are delivered may vary to meet individual needs.
- Teachers plan scaffolded and differentiated activities, ensuring every child is challenged appropriately while receiving the support they need to succeed.
- Personalised resources, such as visual timetables, communication tools, and pre-teaching of vocabulary, are provided to ensure children with SEND can fully engage in lessons.

History Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, our History curriculum is designed to foster curiosity, engagement, and fascination about the past for all learners. While the Formal pathway follows the Twinkl schemes of work to deliver a broad and balanced curriculum aligned to the National Curriculum, content and delivery are carefully adapted to ensure accessibility and relevance for pupils with SEND.

History is taught across three pathways, ensuring all pupils can meaningfully explore people, places, cultures, and events from the past:

- **Informal Pathway (The World About Me):**

History learning is explored through *The World About Me*, where pupils engage in sensory, experiential, and thematic activities that help them understand their immediate environment, familiar people, personal timelines, routines, celebrations, and key life events. Learning focuses on early concepts such as "now and then," "before and after," and understanding significant events in their own lives.

- **Semi-Formal Pathway (The World About Me):**

Through *The World About Me*, pupils build early historical understanding using thematic units, simplified timelines, and concrete, hands-on experiences. Pupils learn about familiar historical figures, local history, significant events, and cultural traditions. Activities may include role play, artefact exploration, story-based history, picture sequencing, and simple enquiry questions such as "How do we know?" or "What came first?"

- **Formal Pathway:**

Pupils follow a structured History curriculum using Twinkl schemes of work, adapted where necessary to ensure developmental accessibility. They study key historical periods, events, and figures while developing historical enquiry skills such as chronology, evidence gathering, comparing past and present, and interpreting sources. Lessons are scaffolded to support understanding of concepts such as change, continuity, cause, and consequence.

Across all pathways, we aim to help pupils understand how historical events and significant individuals have shaped the world around them, while strengthening their ability to ask questions, think critically, and develop a sense of identity and belonging.

Aims

Our History curriculum aims to:

- Instil curiosity and fascination about the past and a desire to learn more.
- Provide children with a secure understanding of historical chronology.
- Enable children to gather and organise evidence from various sources to understand the past.
- Encourage pupils to think critically and evaluate different interpretations of historical events.
- Ensure that our children are supported to access and succeed in History through differentiated instruction and accessible materials.

By the time pupils leave, they will:

- Have a secure understanding of the chronology of the periods and events they have studied.
- Use factual knowledge to describe past societies, periods, and events.
- Be able to select, gather, and organise evidence from primary and secondary sources.
- Understand the significance of the people and events they have studied and the impact of historical events on individuals, groups, and society.
- Be able to recognise similarities, differences, and changes across historical periods and explain possible causes of historical events.
- Understand differing viewpoints and interpretations of historical events and be able to form and express their own opinions.

Curriculum Structure and Sequencing

The History curriculum is divided into work units, with each unit broken down into a knowledge organiser that sets out the key information, vocabulary, and dates children will learn over the half-term. The content is structured to build a chronological understanding of history, starting with concepts familiar to the youngest children (e.g., family and local history) and progressing to more complex historical periods and global events.

To support our children, learning is carefully scaffolded:

- Key historical questions and clear objectives guide each unit.
- Teachers use visual aids, timelines, and storyboards to make abstract concepts more concrete.
- Pre-teaching of vocabulary ensures that all children are familiar with key terms before lessons begin.
- Small group support and additional adult assistance are provided when necessary to ensure all children can engage with the content.
- Breaking down learning into smaller, manageable steps: We use short, focused activities that build on previous knowledge to help children retain information.
- Multi-sensory teaching methods: Lessons incorporate visual, auditory, and kinesthetic activities, such as handling artefacts, role-playing, and using digital resources to bring historical events to life.
- Adapted resources: We provide visual organisers, mind maps, and simplified texts to ensure our children can engage with the material.
- Tailored assessments: Assessments are adapted to each child's needs, allowing for oral presentations, practical tasks, and assistive technology where appropriate.

Enrichment and Personal Development

We believe History is most engaging when brought to life through experiential learning. Our curriculum includes:

- Educational visits to historical sites and museums, where children can see and interact with historical artefacts.
- Inviting historical experts and re-enactors to visit the school, providing pupils with hands-on, immersive learning experiences.
- Digital resources and immersive technologies that help bring the past to life and make historical events more accessible to our learners.

Assessment and Tracking

Children's progress in History is assessed through:

- Teacher observations and continuous assessment during lessons.
- End-of-unit assessments based on subject endpoints in the work and medium-term plans scheme.
- These assessments are fed into the iASEND tracking tool, allowing for careful monitoring of each child's progress to ensure they meet their learning objectives.

Assessment methods include but are not limited to:

- Practical tasks, such as constructing timelines, creating historical models, or participating in role-plays.
- Group discussions and oral presentations, encouraging historical oracy and critical thinking.
- Quizzes and short written tasks that assess factual knowledge and understanding of key concepts.

Geography Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, our Geography curriculum is designed to nurture pupils' curiosity about places, people, and the environment. While the Formal pathway is informed by Twinkl schemes of work and aligned with the National Curriculum, teaching is fully adapted to meet the diverse needs and developmental stages of our pupils with SEND.

Geography is delivered through three pathways, ensuring every learner can meaningfully explore their surroundings and develop an understanding of the world:

- **Informal Pathway (The World About Me):**

Geography is explored through *The World About Me*, where pupils investigate their immediate environment using sensory, practical, and experiential learning. This may include exploring indoor and outdoor spaces, noticing weather changes, observing natural materials, learning about familiar places (home, school, community), and understanding routines and journeys. Early concepts such as "here," "there," "near," "far," and "different" are introduced through real-world experiences, play, and sensory exploration.

- **Semi-Formal Pathway (The World About Me):**

Through *The World About Me*, pupils build early geographical understanding using thematic, hands-on activities. They explore local environments, simple maps, photographs, and real-world artefacts to understand features of places, weather, seasons, and communities. Pupils begin to compare environments (e.g., town vs. countryside), learn about human and physical features, and develop early fieldwork skills such as observing, identifying, and describing what they see.

- **Formal Pathway:**

Pupils follow a structured Geography curriculum informed by Twinkl schemes of work, studying human and physical geography, map skills, weather patterns, continents, oceans, and a range of local, national, and global locations. Lessons develop geographical enquiry skills, including asking and answering questions, using maps, interpreting information, and investigating how people and environments change over time. All content is scaffolded to ensure accessibility and developmental appropriateness.

Across all pathways, our aim is to help pupils make sense of the world around them, develop awareness of their local and wider environments, and cultivate a sense of responsibility and care for the places they live in and explore.

Aims

The geography curriculum at Adventure Wellbeing School aims to:

- Foster an interest in and understanding of diverse landscapes, places, and cultures.
- Develop skills in geographical inquiry, including observation, analysis, and interpretation of data.
- Promote awareness of local, national, and global issues and their impact on the environment and society.
- Ensure that all children, including those with SEND, have the necessary support to engage meaningfully with geography content.

By the time pupils leave, they will:

- Have a secure understanding of the geographical concepts related to their studies, such as location, place, human and physical geography, and interconnections.
- Use geographical skills, including map reading, data analysis, and fieldwork techniques.
- Understand the impact of human activities on the environment and be able to propose solutions for local and global issues.
- Develop a sense of responsibility for the environment and an appreciation for cultural diversity.

Curriculum Structure and Sequencing

The geography curriculum is structured around a series of units that build on prior knowledge and understanding. Each unit is outlined in a knowledge organiser that provides key vocabulary, concepts, and learning objectives. The curriculum covers a variety of themes, including:

- Local geography, including maps of the local area and fieldwork.
- Physical geography, such as rivers, mountains, and weather patterns.
- Human geography, including populations, migration, and urbanisation.
- Environmental issues, such as climate change, sustainability, and conservation.

Learning is carefully scaffolded:

- Key geographical questions and objectives guide each unit.
- Teachers use visual aids, such as maps, globes, and infographics, to support understanding.
- Pre-teaching vocabulary ensures that all pupils are familiar with essential terms before lessons begin.
- Small group work and additional adult support are provided to ensure all pupils can access and engage with the content.
- Practical, hands-on activities, such as local field trips, map-making, and model-building, allow pupils to explore concepts through sensory experiences.

Enrichment and Personal Development

We believe Geography is most engaging when brought to life through experiential learning. Our curriculum includes:

- Educational visits to geographical sites and natural landmarks, where children can see, explore and study physical environments.
- Inviting geography experts and field specialists to visit the school, providing pupils with hands-on, immersive learning experiences.
- Digital resources and immersive technologies that help bring geographical concepts to life and make the study of landscapes, climates, and ecosystems more accessible to students.

Assessment and Tracking

Geography is assessed through:

- Ongoing formative assessment, including teacher observations and discussions during lessons.
- End-of-unit assessments based on the subject endpoints outlined in the medium-term plans.
- These assessments are documented in the iASEND tracking tool to monitor each child's progress.

Music Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we believe in the transformative power of music and its ability to enrich every child's learning experience. Our music curriculum is designed to provide all pupils with a high-quality, inspiring, and inclusive musical education that nurtures creativity, emotional expression, and personal growth. Music supports essential skills such as communication, teamwork, sensory regulation, confidence, and critical thinking—making it especially meaningful for pupils with SEND.

Music is delivered through three pathways, ensuring that learning is developmentally appropriate and accessible to all:

- **Informal Pathway (My Creativity):**

Music is explored through *My Creativity*, with pupils engaging in sensory and exploratory musical experiences. Activities include listening to sounds, experimenting with instruments, exploring rhythm through movement, responding to music emotionally or physically, and participating in simple call-and-response activities. Learning focuses on sensory engagement, anticipation, imitation, cause-and-effect, and joyful musical exploration.

- **Semi-Formal Pathway (My Creativity):**

Through *My Creativity*, pupils take part in more structured yet playful musical activities, including singing familiar songs, simple percussion work, repeating melodic patterns, responding to tempo and dynamics, and exploring music through stories and themes. Pupils begin developing early musical skills such as keeping a steady beat, following simple rhythms, and working collaboratively in group music-making.

- **Formal Pathway:**

Pupils follow a music curriculum informed by the Charanga scheme of work. They learn to perform, compose, listen, and evaluate music across a broad range of genres, cultures, and styles. Lessons include instrumental work, vocal development, rhythmic and melodic understanding, composition tasks, and musical notation—adapted to each learner's needs. Charanga provides a sequenced, scaffolded progression of skills while allowing teachers to personalise content for SEND accessibility.

Across all pathways, we are committed to making music fully accessible, meaningful, and enjoyable for every pupil. Our curriculum celebrates creativity, encourages self-expression, and enables pupils to participate in music both individually and collectively, building confidence and fostering a lifelong appreciation for the arts.

Aims

Our music curriculum aims to:

- Develop pupils' musical knowledge and skills through practical experiences in performing, composing, and listening.
- Foster creativity, confidence, and self-expression through music-making.
- Encourage collaboration and teamwork through group performances and projects.
- Ensure that all pupils, including those with SEND and SEN, receive the necessary support to engage meaningfully with music content.

By the time pupils leave, they will:

- Have a secure understanding of musical concepts, including rhythm, pitch, dynamics, and timbre.
- Demonstrate proficiency in performing on various instruments and through vocal techniques.
- Have experience in composing and arranging music using different media and technologies.
- Understand the cultural and historical contexts of different music genres and styles.

Curriculum Structure and Sequencing

Our music curriculum is structured around a series of units that build on prior knowledge and understanding. Each unit is outlined in a knowledge organiser that provides key vocabulary, concepts, and learning objectives. The curriculum covers a range of themes, including:

- Singing and vocal techniques, including developing pitch, breath control, and phrasing.
- Instrumental skills, including rhythm, melody, and harmony.
- Composition and improvisation, allowing pupils to explore their creativity and musical ideas.
- Listening and appraising, encouraging critical engagement with diverse music genres and styles.

Learning is carefully scaffolded:

- Key musical questions and objectives guide each unit.
- Teachers use visual aids, such as graphic scores and listening maps, to support understanding.
- Pre-teaching vocabulary ensures that all pupils are familiar with essential terms before lessons begin.
- Small group work and additional adult support are provided to ensure all pupils can access and engage with the content.
- Practical, hands-on activities allow pupils to explore musical concepts through sensory experiences, such as music-making and improvisation.

Enrichment and Personal Development

We believe Music is most engaging when experienced through interactive and hands-on learning. Our curriculum includes:

- Live performances and musical excursions.
- Digital tools and music technologies.

Assessment and Tracking

Music is assessed through:

- Ongoing formative assessment, including teacher observations and discussions during lessons.
- End-of-unit assessments based on the subject endpoints outlined in the medium-term plans.
- These assessments are documented in the iASEND tracking tool to monitor each child's progress.

Art Intent at Adventure Wellbeing School

Introduction

Our Art curriculum at Adventure Wellbeing School aims to inspire, motivate, and creatively engage all pupils, providing meaningful opportunities for expression, exploration, and artistic growth. For pupils in the Informal and Semi-Formal pathways, Art is delivered through My Creativity, where learning focuses on sensory exploration, experimentation with materials, early mark-making, and enjoyment of artistic processes. These pupils develop foundational creative behaviours—including curiosity, confidence, and expressive communication—through highly engaging, practical, and scaffolded experiences.

Pupils following the Formal pathway build upon these foundations through a progressively structured Art curriculum that develops technical skills, artistic understanding, and evaluative thinking. They explore a range of materials, techniques, and artistic styles, refining their ability to create purposeful artwork and discuss their ideas with increasing confidence.

Across all pathways, pupils are encouraged to explore, invent, and craft their own art, craft, and design works in ways that are meaningful and accessible to them. As they progress through the school, they develop analytical skills at a stage-appropriate level—whether by expressing a preference, describing features, or making considered evaluations. Our intention is for all children to understand how art and design reflect, influence, and enrich culture, imagination, and identity, both within the UK and across our diverse school community. Through a rich, inclusive curriculum, we empower pupils to see themselves as artists with their own unique creative voice.

Aims

Through our art curriculum, we aim to ensure that all pupils:

- Create expressive work, exploring personal ideas and documenting their experiences.
- Build proficiency in techniques across drawing, painting, sculpture, and various crafts.
- Develop the ability to critique and discuss art using key terminology.
- Learn about various artists, craft makers, and designers, understanding their contributions to historical and cultural movements.

Curriculum Structure & Sequencing

Our curriculum is structured progressively, focusing on essential skills in drawing, colour theory, and sculpture, with additional elements like textile art and pastel work. Skills are revisited and built upon, allowing pupils to apply familiar techniques in new media. This progression ensures all students have a growing, cohesive skill set to express their creative intentions year after year.

Content & Concepts

Our studies encompass techniques and artists, with a focus on diversity. We include local artists and those from various cultural backgrounds, selecting artists for their creativity and relevance rather than fame. This broad approach reflects the cultural values we seek to promote within Adventure Wellbeing School and highlights the importance of personal expression.

Enrichment & Personal Development

We celebrate student achievements by showcasing artwork throughout the school and engaging pupils in collaborative projects that convey meaningful themes. We supplement classroom learning with enriching activities, including artist visits, art clubs, and art-focused field trips, all aimed at expanding pupils' creative horizons.

Assessment

We recognise the individuality of each child's artistic journey. Sketchbooks, which follow pupils throughout their school years, serve as practice and skill development spaces. Our assessment approach values process over the final product; teachers assess students' mastery of core skills through sketchbook exercises, and pupils are encouraged to articulate their creative decisions, strengthening their oracy and evaluative skills.

Religious Education Intent at Adventure Wellbeing School

Introduction

Through our Religious Education curriculum, we aim to provide learners with the essential knowledge needed to understand the principal religious traditions and beliefs represented in the UK. We seek to enable pupils to become aware of their own beliefs, values, and identity, and to develop a positive attitude towards the search for meaning, purpose, and belonging in life.

At Adventure Wellbeing School, Religious Education is taught through RE-specific days rather than weekly lessons. This approach is deliberate and purposeful. It allows pupils—particularly those with SEND—to access learning in a highly immersive, practical, and sensory-rich format. RE days provide extended time for exploration, repetition, and multi-sensory engagement, ensuring that pupils can meaningfully experience key beliefs, stories, celebrations, and cultural practices in a way that aligns with their developmental needs and learning styles. This structure also helps reduce cognitive overload and supports deeper understanding, retention, and enjoyment.

We promote the values and attitudes necessary for citizenship in a multi-faith and multi-cultural society by fostering respect, empathy, and curiosity. Through workshops, assemblies, themed RE days, and shared experiences with staff, visitors, and members of the local community, children learn to engage positively with people of different beliefs, practices, races, and cultures. Pupils are encouraged to recognise, appreciate, and celebrate the diversity within our school and the wider community.

Our RE curriculum aims to ensure all learners:

- Develop understanding of a range of religious beliefs, traditions, festivals, and practices.
- Explore similarities and differences between world faiths in meaningful, accessible ways.
- Build respect, tolerance, and awareness of diversity.
- Reflect on their own values, identity, and connections with others.
- Participate in rich cultural experiences that deepen their understanding of the world around them.

This approach ensures that RE is engaging, inclusive, and impactful for all pupils, enabling them to build knowledge while also developing the attitudes needed to contribute meaningfully to a diverse and respectful society.

Aims

Through our study of R.E., we aim to ensure all pupils:

- Develop skills, including critical thinking, religious tolerance, investigation, interpretation, reflection, evaluation, analysis, synthesis, application, expression, self-understanding, communication, and problem-solving.
- Develop attitudes in religion and world views, including Self-esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, and a Sense of Community.

Implementation

Curriculum structure & sequencing We follow the agreed syllabus from Jigsaw.

During collective worship and in class, we celebrate global dates and religious festivals. We also have a weekly British Values assembly where different values are taught, explored, and shared with the school. Furthermore, this assembly is linked to our school's core values: kindness, honesty, determination, respect, responsibility, and independence.

Content & Concepts

The curriculum is divided into different religions, with each year group teaching Christianity. Even though the group learns about Christianity each year, it is progressive and connected, with each unit building on the previous. Throughout the year, groups of different religions are taught and revisited. These religions are Judaism, Islam, Hinduism, and Sikhism. Each Year Group also has an opportunity to take a free-choice unit that explores a spiritual or non-religious practice outside of the five main religions, such as humanism.

Enrichment and Personal Development:

We enrich our curriculum by inviting different people from various religions and backgrounds to ensure that children are immersed in the diverse world we live in today.

Assessment

We assess R.E. in various ways. These include key questions, circle time, quizzes, debates and discussions, images, written work, and retelling stories and parables. The teacher can record the children's assessments verbally or in writing.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hinduism	Christianity	Buddhism	Sikhism	Islam	Judaism

<p>Throughout the day, pupils take part in a range of multi-sensory, accessible activities designed to bring Hinduism to life.</p> <p>Beliefs and Deities: Explore pictures or small models of Hindu gods and goddesses. Create deity masks or colouring sheets.</p> <p>Stories and Values: Storytelling session- Rama and Sita.</p> <p>Worship and Prayer: Watch or re-enact a Puja with artefacts.</p> <p>Art: Make rangoli patterns.</p> <p>Music: Listen to traditional music, use instruments or scarves to create movement inspired by Bollywood.</p>	<p>Throughout the day, we aim to deepen pupils' understanding of the Christian faith through the story Christmas- exploring its meaning, traditions, and symbols in an inclusive and sensory way.</p> <p>Short, interactive presentation or story introducing Christianity- who Christians are and what they believe. Explore the cross, church, and Bible as symbols.</p> <p>Art: Create Nativity scene art, Christmas cards or angel decorations.</p> <p>Music: Sing or listen to Christmas carols.</p> <p>Giving and kindness: Discuss what it means to give and be kind.</p>	<p>Throughout the day, we aim to introduce pupils to the key beliefs, symbols, and practices within Buddhism, helping them develop respect, curiosity, and understanding of one of the world's major faiths</p> <p>Watch a short, symbol-supported video or sensory story about the Buddha. Explore key symbols- lotus flower, wheel of life, Buddha statue.</p> <p>Art: Create lotus flower crafts, Mandalas, or decorate paper prayer flags.</p> <p>Look at images of Buddhist temples and monks; listen to simple chanting or temple bells.</p>	<p>Throughout the day, we aim to introduce pupils to the beliefs, symbols, and traditions of Sikhism through engaging, hands-on, and sensory experiences.</p> <p>Watch a short video or sensory story introducing Guru Nanak and the founding of Sikhism</p> <p>Explore symbols such as the Khanda and the 5 Ks.</p> <p>Explore pictures or a virtual tour of a Gurdwara. Learn about the Langar where everyone shares food together.</p> <p>Art: Make Khanda symbols, decorative turbans, or stained glass window crafts using bright colours.</p> <p>Music: Listen to Sikh devotional music, explore rhythm with drums or hand claps. Learn a simple Punjabi greeting.</p>	<p>Throughout the day, we aim to introduce pupils to the beliefs, traditions, and daily practices of Muslims, helping them develop understanding, respect, and curiosity about Islam.</p> <p>Watch a short, symbol-supported story or video introducing Islam- learning that Muslims believe in one God (Allah) and follow the teachings of the Prophet Muhammad.</p> <p>Explore images or a virtual tour of a mosque. Listen to the call to prayer and look at artefacts such as a prayer mat, Qur'an stand, and prayer beads.</p> <p>Art: Create Islamic geometric patterns using shapes and colours, or crescent moon and star crafts.</p> <p>Learn about Eid al-Fitr and Ramadan through sensory experiences- explore special foods, decorations, and clothing. Taste traditional foods such as dates or flatbread.</p>	<p>Throughout the day, we aim to introduce pupils to the beliefs, traditions, and celebrations of Jewish people, helping them develop understanding, respect, and curiosity.</p> <p>Explore a Torah scroll, watch a short video tour of a synagogue, and listen to the sound of a shofar.</p> <p>Watch a short video about Hanukkah, spin dreidels, or create paper menorahs with candles representing light and hope.</p> <p>Art: Make Star of David crafts or decorate candle holders and menorahs using bright colours and textures.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

DT Curriculum Intent at Adventure Wellbeing School

Introduction

Our Design & Technology curriculum at Adventure Wellbeing School aims to equip pupils with the knowledge, creativity, and practical skills needed to solve real-world problems in meaningful and engaging contexts. We want children to design, make, evaluate, and refine products with purpose—drawing on their own and others' wants, needs, and ideas.

For pupils in the Informal and Semi-Formal pathways, DT is delivered through My Creativity, where learning focuses on exploratory, sensory, and hands-on experiences that build early design behaviours. Pupils experiment with materials, construct simple structures, explore tools safely, and engage in creative making linked to themes, stories, and functional tasks. These experiences develop foundational skills such as problem-solving, planning through play, choosing materials, and exploring how things work.

For pupils in the Formal pathway, DT is taught through a more structured progression that encourages increasing independence, technical understanding, and purposeful design. Pupils apply skills from mathematics, science, art, and computing as they research products, generate ideas, create prototypes, build and test mechanisms, prepare food, and evaluate their own and others' creations. They become resourceful, innovative, and enterprising designers capable of improving and adapting their work.

Across all pathways, pupils use analytical thinking to critique past and present products, understand their impact on consumers and society, and make informed decisions about their own designs. They learn how design and technology contribute to culture, wellbeing, sustainability, and problem-solving in everyday life.

Our intention is for every pupil to develop confidence, curiosity, and creativity as they design and build products that are meaningful to them and the wider world.

Aims

We aim to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users,
- critique, evaluate and test their ideas and products and the work of others,
- understand and apply the principles of nutrition and learn how to cook.

Implementation

Curriculum structure & sequencing: We structure our DT curriculum using the National Curriculum and Kapow. This allows all our children in the group every year to fully understand the design, making, evaluating, and cooking strands. In each year's group, all children can complete a range of products focusing on construction, textiles, and cooking. Throughout KS2, pupils will develop their understanding of computer-aided design and use this to inform their designs.

Content & Concepts

We aim to ensure that our DT curriculum shapes children into critical designers and makers. In each unit, children research existing designs already in circulation and critique them, understanding what may be effective for their products.

Enrichment & Personal Development

We incorporate digital resources and design software to enable students to visualise, prototype, and experiment with their ideas, enhancing their understanding of materials, processes, and sustainable design practices.

Assessment and next steps:

We assess DT in various ways, allowing pupils to explain their reasoning, metacognition of a topic, and accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes, or discussions. Through formative and summative assessments, children are assessed throughout the design, planning, making, and evaluation processes.

Computing Intent at Adventure Wellbeing School

Introduction

We aim to impart the core, essential computer science knowledge, including information & computation, digital systems and how they work, and how to amalgamate such areas through programming. As children move through school, they will learn how to use the skills they have been taught to create programs and varied content. We aspire for children to become accomplished at using technology to solve problems, express themselves and develop their own ideas so that they can thrive in this ever-developing arena.

Aims

Through our study of Computing, we aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation,
- can analyse problems in computational terms and have repeated practical experience in writing computer programs to solve such problems,
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems,
- are responsible, competent, confident and creative users of information and communication technology

Implementation

Curriculum structure & sequencing

We appreciate that not all teachers have the same expertise and confidence when delivering computing lessons. As such, we have invested in a high-quality work scheme, Kapow, to ensure the computing curriculum is structured effectively and delivered consistently across schools. We ensure that all computing projects are meaningful and tangible in nature with clear end goals at their heart.

Content & Concepts

The curriculum is divided into computer science, information technology and digital literacy. By constructing our curriculum in this way, children learn about computing in exciting and practical ways. They can focus on specific areas such as hardware and programming whilst also learning about broader areas such as networks and data, embedding such learning through assessment and project work.

Enrichment and Personal Development:

A core thread of progressive e-safety learning runs parallel to the curriculum. It is delivered to each year group from Reception to Year 6, building on the knowledge they have undertaken and developing to align with current and national initiatives.

Assessment and next steps

We assess Computing in various ways, allowing pupils to explain their reasoning and metacognition of a topic as well as their accumulation of knowledge. This may be done through practical exercises, group tasks, quizzes, or discussions. We intend to equip children with the skills and knowledge required to further their learning within computing, applying what they have been taught at a foundational level to more complex and bespoke scenarios as they would be required later in life.

Modern Foreign Language Intent at Adventure Wellbeing School

Introduction

At Adventure Wellbeing School, we believe that learning about languages and cultures enriches pupils' understanding of the world and broadens their sense of identity, community, and belonging. Rather than teaching a weekly Modern Foreign Languages (MFL) lesson, we deliver language learning through dedicated Language Days each term. This model allows pupils—particularly those with SEND—to experience language in a highly immersive, engaging, and memorable format that supports deeper understanding and enjoyment.

Language Days enable the whole school to explore different countries, cultures, and languages through themed activities that incorporate music, art, food, storytelling, geography, physical activity, and sensory experiences. Pupils engage with key vocabulary, basic greetings, songs, and simple conversational language in meaningful contexts, helping them to develop curiosity and confidence while celebrating global diversity.

This approach ensures that language learning is accessible to all pupils across all pathways, offering:

- rich cultural experiences
- multisensory and practical language exploration
- opportunities for functional communication
- real-world links to food, art, music, history, geography, and daily life
- whole-school participation that fosters community and shared learning

Our Language Days celebrate global cultures while giving pupils an exciting, hands-on introduction to languages such as Spanish, French, German, Portuguese, Indian languages, and British Sign Language. Through this immersive approach, pupils develop respect for cultural diversity and a growing awareness of the wider world, laying foundations for lifelong curiosity and global citizenship.

Aims

Through our study of French, we aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources, proficient in drawing, painting, sculpture and other art, craft and design techniques,

- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying lengths, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

Implementation Curriculum Structure & Sequencing

Languages are a specialised subject, so we adopt a high-quality scheme of work to deliver French throughout KS2. The Kapow scheme is structured and sequenced progressively so that children develop foundational language skills that they build on year after year. This is delivered throughout the school by a single specialised teacher to ensure consistency of delivery and approach to the school.

Content & Concepts

The content of our French curriculum is selected with two ideas in mind: what will be most purposeful to our children should they be required to speak French, and what will be most engaging? The content and concepts taught are also the foundational elements of the French language that they will go on to study in KS3 and 4, meaning our KS2 offer is a precursor to what children will be studying in their next steps in education. Content is taught through speech, listening, reading and engaging in interactive content.

Enrichment and Personal Development:

Enrichment comes through participation in various engaging activities and opportunities. We strive to provide real-world scenarios for the children to enrich their learning. As such, we engage in theme days, French food tasting, and inviting native French speakers into school to engage with the children and further their learning and language experience.

Assessment

French assessment is set against a detailed, bespoke framework from the Kapow scheme. It covers speaking, listening, and understanding to ensure children are assessed against a full picture of language teaching as opposed to simply call-and-response type activities. The methodology of the French language, such as grammar and pronunciation, is also assessed. This is to ensure our children enter high school and more complex language education in the best position possible to make adequate progress.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Spain	All about France	Sign Language	All about India	All about Germany	All about Brazil

<p>Children to become tourist guides to a city or area in Spain. What should people visit and why?</p> <p>Maths: Learn the names of numbers in Spanish.</p> <p>DT: Research and cook some traditional Spanish food, like delicious tortillas. Learn the names of our favourite foods and share these with peers.</p> <p>Art: Making mosaics inspired by the work of Antoni Gaudi.</p> <p>Music and exploring the Spanish Language: Listen to some flamenco music and have a go at clapping to the rhythms. Use simple songs to learn Spanish vocabulary.</p>	<p>A day to embrace all things French. Exploring language, culture and art.</p> <p>Whole school decorations and dressing up (colours of the French flag or famous French persons)</p> <p>Art: Look at famous French artists such as Seurat and pointillism, and produce work on their style: painting, collage etc.</p> <p>DT: Use a number of different materials to build an Eiffel Tower (Sweets, straws, baguettes)</p> <p>French café with music: Order from a French menu your croissant and chocolate chaud in French.</p> <p>Explore the French language: Use songs, rhymes and greetings throughout the day to explore the French language.</p>	<p>A day to recognise the beauty, diversity, and cultural significance of sign languages around the globe. We will explore the importance of Sign Language, its history, and the role it plays in creating a more inclusive world.</p> <p>Learn some sign language: Learning a few basic signs can go a long way in fostering inclusivity and breaking down communication barriers. Learning the letters of the alphabet to sign our names.</p> <p>Signing songs: Using songs to introduce your children to the beauty of sign language and promote inclusivity from an early age.</p> <p>Communication: Use our signing skills to communicate with our peers at break times.</p>	<p>A day to give our children an insight into the colourful Indian culture. Where the children will experience a range of activities to excite the senses.</p> <p>DT: Cooking a traditional Indian recipe and tasting a range of Indian cuisine. Making mehndi patterns.</p> <p>Computing: Researching the importance of the Indian elephant and the reasons why they are sometimes decorated.</p> <p>Explore the Indian Language: Learn simple greetings throughout the day to experience the Indian language.</p> <p>Culture: Explore traditional Indian clothing and celebration wear.</p>	<p>Celebrating the German culture and finding out what a school day is like for children in Germany.</p> <p>Maths: Practice counting in German. What is the largest number that you can count to?</p> <p>Culture: Looking at traditional clothing and finding out why they are worn.</p> <p>English: Explore Grimms fairy tales. Can you retell a traditional tale?</p> <p>Music and exploring the German language: Listen to some simple songs to learn German vocabulary. Learn the names of animals and pets in German.</p>	<p>Let's spread the carnival spirit with our Brazilian day, exploring the culture and Portuguese language throughout the day.</p> <p>PE: Learn and experiment with new Brazilian dance moves, and whole-heartedly embrace the samba techniques seen used by dancers in the Brazilian carnivals.</p> <p>DT: Enjoy and help make a Brazilian feast which includes fajitas, quesadilla, nachos, and other tasty treats.</p> <p>Art: Create colourful and vibrant masks for our festival experience using Portuguese names for colours when explaining our designs.</p> <p>Music and exploring the Portuguese language: Listen to some simple songs to learn Portuguese vocabulary. Learn the names of colours and shapes and explore the language with peers.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Personal, Social, Health and Economic Education (PSHE) Overview Using Jigsaw

Introduction

Adventure Wellbeing School uses the Jigsaw programme to deliver PSHE in a structured, mindful approach. This programme is designed to promote emotional literacy, resilience, and mental health while preparing students with the skills needed to navigate relationships, health, and wellbeing. Jigsaw's structure aligns with statutory Relationships and Health Education, offering a comprehensive curriculum that supports children in understanding their place in the world and fostering a safe, inclusive environment.

Aims

Our aim is to ensure that all pupils:

- Develop an understanding of self and others, fostering a sense of belonging and respect.
- Gain proficiency in managing emotions, making decisions, and building healthy relationships.
- Engage in learning that encourages personal development and social responsibility.

Curriculum Structure & Sequencing

The Jigsaw curriculum is divided into six half-termly units, known as "Puzzles": Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, and Changing Me. Each Puzzle builds on previous knowledge and skills, forming a spiral progression that revisits key concepts year after year. This sequence is designed to deepen understanding and help students apply learning to real-life situations.

Content & Concepts

Each Puzzle focuses on core topics:

- *Being Me in My World*: Establishes understanding of self in relation to class, school, and community, emphasising responsibility and inclusion.
- *Celebrating Difference*: Explores diversity, anti-bullying, and respect for others, highlighting empathy and social skills.
- *Dreams and Goals*: Supports ambition and resilience by teaching goal-setting and the importance of perseverance.
- *Healthy Me*: Emphasises physical and mental health, addressing lifestyle choices, safety, and wellbeing.
- *Relationships*: Develops skills in maintaining positive relationships, understanding family roles, and managing conflicts.
- *Changing Me*: Covers growth and development, body awareness, and preparation for change, including transitions.

Enrichment

Adventure Wellbeing School enhances PSHE learning through:

- Whole-school themed assemblies.
- Guest speakers and workshops focusing on areas such as mental health, resilience, and safety.
- Mindfulness exercises, embedded within Jigsaw lessons, to help students manage stress and build self-awareness.

Assessment

Assessment in Jigsaw PSHE is holistic and ongoing, focusing on key objectives outlined in each Puzzle. Students maintain Jigsaw Journals where they document reflections and personal growth, which helps teachers observe progress in areas such as self-regulation, empathy, and social skills.

Additional Information

An EYFS Curriculum Policy is also adhered to for that phase of the curriculum which has been written in line with the EYFS Statutory Framework.

The Adventure Wellbeing School curriculum document references the Department for Education, Independent School Standards, and all educators are encouraged to regularly review and adapt the curriculum to ensure alignment with best practices and current educational standards.

Review of Current Policy

This policy will be reviewed by the headteacher and the proprietors annually. Any changes made to this policy will be communicated to all staff members and relevant stakeholders.

This policy is due to be renewed in September 2026.