

The Heights Curriculum Overview

INTENT What are we trying to achieve?	AIMS	Engage. Enjoy. Achieve. Our curriculum is designed to provide the opportunity for every young person to reach their potential and in so doing, raise standards, promote their spiritual, moral and social development including positive British values, respect and fairness.			
		Successful Learners with - enthusiasm and motivation for learning - determination to achieve - openness to new thinking and ideas	Confident Individuals with - self-respect - a sense of wellbeing - secure values and beliefs	Responsible Citizens with - respect for others - commitment to participate in society - self-reliance	Effective Contributors - an enterprising attitude - resilience
	PRINCIPLES	Core Skills Improve outcomes in English and maths by developing pupils' CORE SKILLS, addressing gaps in their knowledge, building on what has been taught before.	Personalisation Identify pupils' needs quickly and then initiate a PERSONALISED approach in order to meet those specific needs.	Relevance Ensure that our pupils see the value of what they are learning through real life experiences which make it RELEVANT to their lives.	
		Inclusion Promote achievement for everyone and ensure all pupils are valued, safe, nurtured, healthy, active, and INCLUDED.	Engagement Provide the platform to challenge, ENGAGE and motivate our young people in their learning.	Reading Implement a rigorous approach to the teaching of READING which develops pupils' confidence and enjoyment in reading.	
	Relationships Develop a learning environment where teachers develop strong RELATIONSHIPS with their pupils and are able to have a positive effect on pupils' self-esteem and are allowed the time and space in the curriculum for character education.	SEND Meet the needs of our pupils with SEND and give them the knowledge and culture capital to succeed in life.	Transition Encourage pupils to reflect on their own learning, strengths and areas to develop and identify the NEXT STEPS on their learning journey		

IMPLEMENTATION

How do we organise learning?

ASSESS - PLAN - TEACH - REVIEW

SUBJECTS	KEY STAGE 2			KEY STAGE 3			KEY STAGE 4		
	English	Maths	Science	English	Maths	Science	English	Maths	Science
	Foundation Subjects			Foundation Subjects			Foundation Subjects		
	Art & Design	Computing	Humanities R.E	Art & Design	Computing	Humanities R.E	Sport & Leisure	Motor Vehicle	Hair, Beauty & Barbering
	Health & Well-Being PE Food Technology		Emotional Well Being	Health & Well-Being PE Food Technology		Emotional Well Being	Health & Well-Being PE		Life Skills Food Tech
	Personal Social Development PSHCE British Values Learning Outside the Classroom		Reading	Personal Social Development PSHCE British Values Learning Outside the Classroom		Reading	Personal Social Development PSHCE British Values Outdoor Education		Reading
WHOLE SCHOOL THEMATIC APPROACH	Autumn 1: Relationships Abusive relationships Consent			Spring 1: Living in the wider world Hate crime Diversity and discrimination			Summer 1: Health and wellbeing Mental Health Drugs awareness		
	Autumn 2: British Values Citizenship Respecting the environment			Spring 2: Careers & Finance Careers Money and Budgeting			Summer 2: Safety Gangs and crime Internet Safety		
SAFEGUARDING	The school's PSHE programme is the main vehicle for delivering the safeguarding curriculum. It is additionally woven through other extra-curricular and school-based activities such as assemblies, theme days and educational visits. This ensures that our children are aware of how to keep themselves physically and emotional safe in a range of situations and give them a good understanding of the challenges they face growing up in modern Britain. A variety of vetted outside organisations. assist in the teaching of these topics,								
SEND Ways in which SEND areas of needs are addressed within The Heights	Communication and Interaction Morning routines Supported and structured environment Speech and Language Programmes Lego Therapy			Cognition and Learning Core and foundation subjects National Curriculum subjects Structured teaching Phonics programmes Academic interventions Scaffolded tasks			Social, Emotional and Mental Health Celebration assemblies - School reward systems Structured break times Educational Visits Religious Celebrations Careers IAG PSHE, MH and Wellbeing curriculum Mindfulness Buddy system ELSA training - ACE awareness		
	Sensory and/or Physical Diet Sensory room and other specialist equipment External support from sensory services Physical Education Fine and Gross motor programmes Swimming Sporting activities and competition								

IMPACT How well are our pupils prepared for life?	KS4 OUTCOMES	ATTAINMENT Pupils will achieve good academic attainment on par with mainstream schools with appropriate accreditation and qualifications.	POSITIVE BEHAVIOUR & ATTENDANCE Pupils will improve their motivation and self-confidence, attendance and engagement with education in order that they can develop transferable skills and make a successful contribution to the wider community.	HEALTH & WELLBEING Pupils will develop their personal and social skills in order to help them to overcome any barriers to attainment, know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy	ACCESS TO EDUCATION, TRAINING OR WORK Pupils will be well prepared for their next steps, following their placement at The Heights, such as reintegration into mainstream education, further education, training or employment.	
	KS2 /3 NURTURE OUTCOMES	DEVELOPING SELF-ESTEEM and social skills	DEVELOPING RELATIONSHIPS between adults and children, building trust, confidence and reliability			DEVELOPING RESPONSIBILITY for self and others
		LEARNING APPROPRIATE BEHAVIOUR	MAKING THE RIGHT DECISIONS and wise choices through understanding the consequences of certain ways of behaving			ACHIEVING CONSISTENCY OF APPROACH Through working in partnership with parents and teachers to at home and school
DESTINATIONS	AT KEYSTAGE 2	AT KEYSTAGE 3			AT KEYSTAGE 4	
	1.REINTEGRATION Back into mainstream school	1.REINTEGRATION Back into mainstream school			1.REINTEGRATION Back into mainstream school	
	2.EHCP Transition to a Special School	2.EHCP Transition to a Special School			2.EHCP Transition to a Special School	
	3.TRANSITION To another Alternative Provision	3.TRANSITION To another Alternative Provision			3.TRANSITION To another Alternative Provision	
		4.TRANSITION To The Heights KS4 Programm			4.TRANSITION POST 16 To Education, Employment or Training	