



## **The Evolution School**

### **Curriculum Intent Policy** **Primary**

## **Curriculum Policy – Intent**

Our mission statement ‘**achieve personal growth through education, challenge and teamwork**’, truly permeates every aspect of school life and influences all we do. All staff have aspirational, yet achievable expectations for all students and we are committed to educational stability, focusing on inclusion.

The Henslow and Evolution School, based on two sites, creates a nurturing atmosphere where all the children are known to everyone and know everyone. Every child is treated as an individual and the New Reflexions philosophy, “if it isn’t good enough for your own child, it isn’t good enough”, is palpable in everyday school life.

### **Aims:**

- to provide a safe, stable and happy environment, underpinned by a nurturing and therapeutic approach, where all children can learn well and develop into resilient learners who value the importance of education
- to provide an engaging, exciting and bespoke curriculum, where children can experience challenge and re-connect with the enjoyment of learning, as well as being ready to join a mainstream setting (if appropriate)
- to put reading at the heart of the curriculum, so that our children become confident and competent readers across a range of genres
- to provide a variety of interesting contexts (through a mainly topic approach, based predominantly on the National Curriculum), so that children can build on what they know, acquire new skills and make links within and across different subject areas
- to give children the opportunity to ask questions, put forward their ideas and reflect on their successes, so that they feel fully involved and invested in their own learning

### **Our Curriculum Intent:**

Our children typically arrive at The Evolution School after experiencing educational and social challenges which may have resulted in an inconsistent start to their primary schooling. For many reasons, their needs have been unable to be met in a mainstream setting and alternative support is therefore required. We can offer an educational curriculum which is specifically tailored to the individual needs of the children we support. Our small, nurturing, safe environment offers a bespoke learning experience, that affords each child the opportunity to achieve positive social integration and to reach their potential: regardless of their background.

Many of the children arrive with deficits in their core academic skills but also in the building blocks that traditionally create a firm foundation for learning in a child’s early years, whether that be cognitive or in their social and emotional development. Thus, their knowledge can be fragmented, with significant gaps, often undermining the confidence they have in their own ability to achieve. We welcome children who have varying educational needs: we embrace their uniqueness and the challenges they present by providing a nurturing and personalised response. We seek alternative approaches, in order to engage children who may have become disillusioned with a more ‘conventional’ approach to learning.

From the child’s first visit to school (or when we go and meet them at their home), our aim is to get to know them, so we are able to respond appropriately to their individual needs and requirements. We realise too

that their needs will develop and evolve as they settle in and we have the ability to make changes to support this. Listening to the children's own views supports the primary team to identify their starting point in order to develop and implement a pathway towards greater self-belief and motivation, promoting personal development; academically, socially, morally and spiritually. Essentially, we seek the 'spark' that will begin a more positive learning journey.

Children are taught in small classes and are sensitively supported (which may sometimes mean working in even smaller break-out groups) to ensure that they settle into the school routines quickly and that they feel safe and secure. Our teachers are confident with the National Curriculum and are competent in linking across the core and foundation subjects to enable them to teach in a creative, inspiring way. Our teachers constantly use precision teaching to identify gaps and then boost progress to try and raise the children's basic skill levels and confidence. Practical lessons and opportunities for play-based activities, often outside, are part of our usual school provision. Our commitment is to provide an environment where the whole child can be nurtured, valued as an individual (as well as feeling part of our close-knit school team) and their talents and interests spotted and developed.

Our English curriculum is usually often linked to our topic themes and supported by carefully chosen, high quality texts. Reading, developing vocabulary, speaking confidently, listening and writing across a range of genres are key areas. Where appropriate, topic links are made with maths (we use the 'White Rose Scheme') and opportunities created for pupils to apply their computing skills and knowledge. Physical Education is taught discreetly and aims to develop a child's skills and competence, sportsmanship and awareness of the need to be physically active. We have access to a range of Outdoor Education which can include pursuits such as rock climbing, canoeing and hill/gorge walking, as well as access to 'forest school' at a local farm. We make good use of a nearby community playing field next door. We are committed to making good use of the outside environment because we know especially for younger children, spending all day in a classroom can be overwhelming. Our teachers are skilled at being able to adapt learning so that the same content can be delivered outdoors and perhaps in smaller 'chunks' and our weekly walk is an important part of our regular timetable. We take our duty seriously to develop future citizens and we seek opportunities to develop environmentally aware children, through our approaches to the curriculum and in the careful selection and use of resources. All staff are committed to challenge any forms of exclusion, extremism or racism within the materials they use.

Religious Education is based on the Shropshire Agreed Syllabus and is incorporated into topic work as appropriate. Being a small school, we can again personalise this aspect of the curriculum to be mindful of individual difference and children's own beliefs and interests. PSHE, SMSC and British Values are key themes which are firmly embedded across all aspects of school life. We make very good use of the local and surrounding areas (e.g. visits to the Severn Theatre, Wroxeter Roman ruins or to local churches) and we use trips and memorable events to 'engage' children at the start, during or end of a topic.

We value academic learning in all its guises but also recognise that this needs to be balanced with the development of soft skills which prepare our children for functioning in society. This work is underpinned by our behaviour management approach which encourages students to develop their emotional literacy; to talk out, rather than act out and offers opportunities to reflect on how to do things differently next time. Alongside this, we are committed to the development of the children's metacognition skills, so they start to understand how they learn best and start to build on the skills need to create resilient learners who can be more successful when faced with challenge. To help the children to reflect on their experiences, we build in a weekly "All About Me" session where they are supported to complete their individual reflective journals (which are purposely unmarked but are read by staff). They are encouraged to reflect on their feelings, as well as to think about what helps or hinders their learning. They are encouraged to talk about their emotions and are prompted to

name them and explore how they might present physically e.g. a 'spinning tummy' when they are nervous or excited. The children are reassured that it is good to reflect and to talk and their voice and views are important and valued.

Our morning routine of telephoning the children's homes (either care homes, foster placements or home) before the children arrive helps to build good relationships between home and school. This information is shared with all staff, so we can be proactive, rather than reactive, adjusting the day in order for the child to settle more quickly.

The Evolution School (Key Stage 1 and 2) operates a five-day teaching week. Curriculum planning for the academic year is based on the standard thirty-nine-week cycle and the school adheres closely to Shropshire Council's school holidays, with five Inset days: first day of Autumn Term 1, last day of Autumn Term 1, first day of Summer Term 1 and the last two are usually delivered as twilights.

## **The School Day**

9.30	School Starts
9.30-9.45	'Bee' Ready (tutorial)
9.45-10.45	Lesson 1
10.45-11.00	Playtime
11.00-12.00	Lesson 2
12.00-12.30	Lunch
12.30-1.30	Lesson 3
1.30-1.45	Well Read
1.45-2.00	Playtime
2.00-3.00	Lesson 4
3.00-3.15	Whole Class Reading/Story
3.15	Home Time

## **Taught Hours in a Typical School Day and Week**

Each day – 5 hours and 15 minutes (lunch time excluded but heavily structured and supervised playtimes included)

Total hours per week – 26 hours and 15 minutes

## **Approx. weekly lesson allocations**

Maths	5 hours
English – all aspects	6 hours
Science	1 hour
Computing	1 hour
Music	1 hour
MFL	1 hour

RE	1 hour
History/Geography	2 hours
Art and Design	2 hours
PE	2 hours
PSHE	2 hours
Food Tech	1 hour
 Total	 26 hours and 15 minutes

### **Our bespoke Induction programme for new children:**

The purpose of our bespoke induction programme is for the staff to find out as much as possible about a child – their interests, what they can do and where the gaps in their knowledge and skills are, so that they can settle and continue with their learning, as quickly as possible. Our aim is for all of our tests/research to be carried out in the first four weeks or sooner.

We are mindful that our children may have experienced a significant amount of trauma and our induction process can be modified/personalised. Most of our children have experienced a fragmented approach to their education, so a clear induction process where all relevant information is collated and communicated with key staff is vital.

### **Our typical approach:**

- Key staff meet with the child – either on or off site depending on the child's needs
- The child is given a personalised tour and, if appropriate, matched with a 'settling buddy'
- We can set up a special space, which the child will have had some input in designing. It may include particular books, pictures, objects etc. This table may exist for a few days or longer and may also provide a 'safe place' for the child to sit at or visit, as a way of helping them connect with their new environment. Content will then be transferred to the child's special box, which will be available for reassurance as and when needed and can be added to by the child as appropriate
- A temporary reduced timetable may be considered as part of the individualised induction programme, if required
- Contact is made with the previous setting in order to obtain as much information (both verbal and written) as possible
- We use the national database 'primary gateway', which allows us to check the results of any formal assessments such as EYFS, phonics screening and KS1 SATs data
- If necessary, our Senco can complete a full special needs baseline assessment and as part of this we use the Wide Range Skills Assessment (WRAT5 by Pearson) – which assesses word reading, spelling, maths computation, sentence comprehension and reading composite. This gives detailed analysis and also provides initial guidance for teachers to pitch initial lessons at the right level
- If appropriate, a Sensory Profile is completed with the child and shared with key staff
- We complete a discrete, detailed phonics assessment and the results of this are used to formulate an individualised phonics catch up programme if needed. In addition, we talk to the child about

what books they have previously read and noted these on our master reading list so that we can formulate a plan to ensure that the child does read these key texts (even if they are not being covered explicitly in their class reading)

- We complete a baseline maths assessment – which includes reading and writing numbers, place value knowledge and times tables as a minimum
- The company's therapy team is available for consultation and if a child's home authority has bought into the full package, the child will receive a weekly, personalised, individual therapy session which is held at the company's head office. This provision will be discussed at induction. The therapy team attended review meetings and have the capacity to provide additional support and guidance for teachers if required

### **Transition:**

Children may move placements at any point in a school year. Just as we are gather information when a child arrives, we are fully committed to ensuring that we provide as much detail as possible to the next setting. We have a comprehensive tick list to ensure that nothing is missed and where possible, we try to personally talk to key staff at the receiving school. We believe that endings are important and our aim is to involve the child as much as possible in this process and to ensure that their final day is marked in a mutually agreed way.

Our aims and rationales for each subject, are shown below:

### **English**

#### **Aims:**

- to provide an engaging curriculum that captivates the children's interests
- to put reading at the heart of our curriculum and to provide a wide range of texts so that children can develop into fluent, confident and enthusiastic readers
- to increase the children's vocabulary both spoken and written
- to systematically teach the skills that are needed to be confident and competent writers
- to encourage children to apply their English skills across the other subjects in the curriculum

#### **Rationale:**

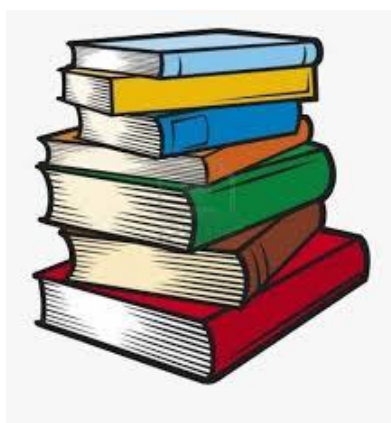
At the core of our English curriculum, is the daily opportunity for pupils to engage with high quality children's literature to serve as a context for developing oracy, to develop a love of reading and provide an inspiration for writing.

We carefully select texts to link with our themes and to support us in delivering a broad, balanced and engaging English curriculum, based upon the National Curriculum objectives.

As well as grammar and vocabulary, punctuation is also taught in context, as part of daily English lessons. Children are always shown what success looks like through the careful modelling of writing and they are encouraged to be reflective, aspirant writers, who can write for a range of purposes. We have a consistent handwriting style which is explicitly taught and modelled by our teachers. If, however a child arrives with

legible, joined handwriting and can produce this at a good speed, we will not insist that they adopt the school's approach.

Spelling and phonics are a key part of our English provision and we carry out a phonics check when the children arrive and arrange for a bespoke catch-up teaching programme (based on Letters and Sounds) if needed. All reading is valued, encouraged and celebrated and we have a variety of initiatives to promote reading.



## **Mathematics**

### **Aims:**

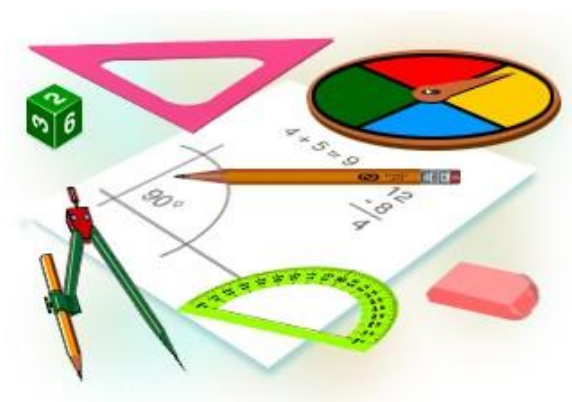
- To engage, challenge and inspire all children so that they truly believe that they can succeed in Maths
- To build confidence, resilience and a passion for Maths
- For children to make links with their classroom learning and real life so that they appreciate the importance of Maths to them
- Equip children with a secure foundation in all aspects of maths, particularly number, so that they are secondary ready
- For our children to be proficient at reciting and applying times tables up to 12 x 12

### **Rationale:**

We use the Maths mastery approach which supports children to develop a deeper conceptual understanding of what they are doing, why they are doing it, and to explain what they know in a variety of ways. Our maths curriculum is planned based on our secure knowledge and understanding of each child and their needs, and is crafted with clarity and purpose to meet those needs: both within a lesson and across a series of lessons. Presented in a variety of ways (including pictorial, concrete, abstract representations) and across a range of contexts, each lesson provides children with the opportunity to develop their fluency, reasoning and problem-solving skills, where discussion and explanation of ideas are valued.

When teaching Maths for mastery, the whole class moves through topics at broadly the same pace. We believe in differentiation through depth rather than acceleration: those pupils who grasp concepts quickly are

challenged with rich and sophisticated problems within the topic; those children who are not sufficiently fluent are provided additional support to consolidate their understanding before moving on.



## **Science**

### **Aims:**

- To provide an engaging, coherent curriculum that will build, develop and promote their knowledge of the world around them
- To develop a sense of excitement and curiosity about natural phenomena
- To give children the confidence to question, explore, plan and carry out experiments
- To be able to record experiments in a standard scientific way e.g. using the classic terms of equipment, prediction, method, result, conclusion
- To be able to describe scientific processes and key characteristics in everyday language but also be familiar with, and use, technical terminology with increasing accuracy

### **Rationale:**

Science is taught through our carefully designed creative curriculum and covers most of the content of the National Curriculum. 'Doing' Science is our philosophy and the majority of lessons will have a practical element.

Our younger children are encouraged to observe, explore and ask questions about living things, materials and the world around them. They begin to work together to collect evidence to help them answer questions, find patterns, classify and group objects, research using a variety of sources and carry out simple testing. They share their ideas and communicate them using scientific language, drawings, charts and tables.



In Key Stage Two, children build on their knowledge and will extend their scientific knowledge about the world around them further through exciting units of work like 'Burps, Bottoms and Bile' where pupils go on a voyage of discovery to investigate the busy world inside the human body. Pupils will carry out a range of scientific enquiries including: observations over time, pattern seeking, classifying, grouping and researching. Children plan science investigations and begin to control variables, where necessary, to make it a fair test. Our children are encouraged to record their experiments in a uniform way and we provide them with a recording template, until they are confident to do this without support.



## **Computing**

### **Aims:**

- To encourage children to become responsible, competent, confident computer users whilst using computational thinking and creativity
- Be able to understand historical concepts and future progression for computing
- To be able to confidently use technology across a range of other subjects, making choices about appropriate use
- For our children to be able to function in today's technological society safely and competently
- To understand a variety of computer coding languages

### **Rationale:**

We offer a broad and balanced computing curriculum, where we focus on the following: Digital Literacy, Information Technology, programming, data and algorithms and E-Safety. E-Safety is a theme which runs permeates all aspects of the computing curriculum.

We also teach this as a discreet unit because it is vital that we equip our children with the knowledge and skills to remain safe, whilst navigating the wide range of apps, websites and devices they may have access to. Our school has all the necessary safeguards in place re restricted access and this is reviewed and up-dated regularly as needed.

Our children are encouraged to learn in small steps, often collaboratively, to develop the skills of lifelong learners who are adaptable and have transferable skills. We offer children a variety of practical elements of computing to engage them and develop their motor skills, as well as computational thinking. Children will be supported to access multiple devices to enrich their learning and access image editing, animation and eBook creation. They will be exposed to and have opportunities to use a variety of different resources to develop their skills in coding.



## **Geography**

### **Aims:**

- To excite the children's interest and curiosity about their local area, as well as promoting a fascination with the wider world and its diverse places and people
- To equip children with the knowledge and skills to think and act like geographers
- To use and interpret a variety of sources of geographical information such as globes and atlases but also to use digital sources such as Virtual Reality software and Google Earth
- To carry out fieldwork in order to collect and analyse geographical data
- Investigate the similarities and differences between countries/locations and draw conclusions about them
- Equipping children to be able to ask questions and explore the planet they live on so that they can become informed and respectful citizens, with a desire to safeguard their planet

### **Rationale:**

Our Geography curriculum is delivered through our topic approach so that the children can start to make sense of the world and to apply what they have been taught across a variety of contexts. Our curriculum explicitly teaches about climate change (and how it differs from weather) and gives the children the chance to explore society's attitudes to environmental issues across other subjects. Through our commitment to developing a varied and rich geographical vocabulary, they will be able to refer accurately to key human and physical features of their world. Our outdoor provision also allows students to immerse themselves in the local environment and experience different landscapes helping to develop their appreciation of the natural environment. We want our children to be able to ask questions and explore the planet they live on, grow up to be informed consumers and respectful citizens who are mindful about safeguarding their planet.



## **History**

### **Aims:**

- To excite children's interest and curiosity about the events and people that have shaped both their local area, Britain and the wider world
- To develop a sense of chronology and use accurate vocabulary to describe the passing of time
- To be able to use and interpret a variety of sources of historical information, both primary and secondary
- To pose questions about how people lived in the past and carry out research to find the answers
- To make comparisons between different historical eras and with the present day
- To develop an understanding of abstract historical concepts such as empire and civilisation

### **Rationale:**

Our History curriculum is delivered through our topic approach and although based on the National Curriculum, does not cover as many historical periods, due to needing to release curriculum time for embedding basic skills and catching up on core knowledge that has been missed. We have carefully chosen topics to engage and excite the children, as well as a plethora of local historical attractions to visit. We focus on our local area but also on key influential people with a connection to the area/school e.g. Darwin, Thomas Telford, Isambard Kingdom Brunel.

Our children are also encouraged to learn about Black History and although this is a focus for us in October each year, we are also mindful to ensure it is covered appropriately at other times.



## **Religious Studies (RE)**

### **Aims:**

- To build respect and tolerance for different religious (and non-religious) beliefs
- To equip children with the skills and knowledge to express and begin to explore their own beliefs and opinions, in a safe and supportive environment
- For children to be religiously literate and educated for life in the 21<sup>st</sup> century
- To recognise and value the faiths represented by the children at the school

### **Rationale:**

Our RE teaching is either taught as a discrete lesson or linked to our topics if appropriate. Our planning is based on the Shropshire Agreed Syllabus for Religious Education (2019), which contains the following two core elements:

- Learning about religion and beliefs
- Learning from religion and beliefs

Our teaching reflects (as per the Education Reform Act 1988) that the religious traditions in Great Britain are, in the main, Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain today. If a social worker (on behalf of the parent), asks that a pupil should be wholly or partly excused from attending an RE lesson or an assembly with a religious theme (although we will try our best to explain why attending is in the child's best interests), we will ensure that the child is adequately supervised in school and provided with one of our especially selected quality reading books.

We concentrate on Christianity and one other world religion every year (the second religion being chosen to reflect the faith or faiths represented by the children). We focus on the key ideas, principles and concepts contained within it and much of our teaching is focused on a questioning and tolerance approach. Our children learn about the religious leaders, key holy books and key festivals and celebrations of different religions. Our class learning is also supplemented by assembly themes with a religious theme.

Our provision is enriched by the use of artefacts, visits to places of worship and local members of the community (including students from our senior school) coming into school. We are sensitive that members of the community may have fundamental views that may not be appropriate for primary children so we always share and expect them to follow our visiting speakers' policy.

Religious Studies allows students to leave with a legacy of balanced decision making, the ability to compromise and resolve conflicts, as well as providing them with a greater wisdom and moral compass to apply in everyday life.



## **Music**

### **Aims:**

- For children to enjoy music
- For children to develop the confidence to participate in a range of musical activities
- For our children to experience performing (either voice or instruments)
- To listen to and evaluate music from a variety of traditions and styles and have the opportunity to compose and create their own music
- All children to have the opportunity to experience playing an instrument — the recorder as a minimum

### **Rationale:**

The teaching of Music is based upon the fact that it is a creative and social art to be enjoyed and our music lessons are linked, where possible, to our topics. Our children have the opportunity to enjoy musical experiences through listening, singing, movement and dance and by playing tuned and un-tuned percussion. As a school, we base our planning on the National Curriculum and where possible, our lessons are delivered by our music specialist (who is based at our secondary school). In addition to our timetabled weekly music lesson, music also permeates other curriculum areas.

Our children experience various musical activities such as listening and appraising, creating and exploring, as well as singing. We also explore musical vocabulary, different composers and the history of music.



## **Modern Foreign Languages**

### **Aims:**

- To develop an interest in different countries and cultures
- To have the confidence to speak in a different language
- To begin to read and write in a different language
- To provide the foundation for learning further languages and to inspire the children to want to study languages at secondary school
- To inspire the children to perhaps visit other countries or, to expose them to future careers where languages are used

### **Rationale:**

Learning a language broadens the children's understanding of the world and the importance of human connection. We are aware that by learning another language this can often help children to better understand the grammar and language structures in their own language.

Our curriculum is based on a range of fun and purposeful activities such as storytelling, singing, playing games, food tasting and role-play and where appropriate vocabulary is linked to our topics. In addition to the children's weekly lessons, the expectation is that all staff support learning by using simple words and phrases, which are also displayed throughout the common areas in school.

We have the ability to bespoke our teaching provision to support children who may arrive being able to speak a language fluently or to give children who may not have studied it before, additional support.





## **Personal, Social and Health Education (including Relationships and Sex Education)**

### **Aims:**

- To provide all children with essential skills for life so that they have the knowledge, skills and attributes to protect and enhance their well-being
- To equip children with the knowledge to help them to stay safe and healthy and know when and how to ask for help
- To provide the children with the tools to build and maintain successful relationships
- To help children to develop their own identity and self-esteem
- To encourage children to be positive, confident citizens and participants in society
- To raise their aspirations and to teach them a variety of skills to empower them to overcome any barriers they may face
- To develop tolerance and mutual respect for different faiths and beliefs
- To teach children to be vigilant and to equip them with the knowledge and skills to be aware that some people may try to manipulate them into a mind-set that opposes fundamental British values including democracy the rule of law and individual liberty

### **Rationale:**

We follow three core areas:

- Health and Wellbeing
- Relationships
- Living in the Wider World (which incorporates Citizenship)

These themes are taught in units of 6 to 8 lessons and are arranged so that each theme is visited every two years. This enables our children to recall and build upon previous learning and to develop a wide and rich vocabulary.

Cycle 1                      Britain, Team, It's My Body, Be Yourself, Aiming High, Money Matters  
 Cycle 2                      VIPs, Safety First, Respecting Rights, Growing Up, Think Positive, One World

Our PSHE programme supports our school ethos of prioritising physical and mental health and wellbeing providing our children with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them. PSI-IE is complemented by our Therapy Team who may meet with the children on a one to one basis weekly and also contribute regularly to review meetings.

Specific lessons are usually weekly (as a minimum) and where appropriate are linked to our creative curriculum. In order to meet the needs of our children, more lessons to address specific issues can be added or their content as appropriate. Our teaching methods for this subject are typically quite informal with children working in a circle, in small groups or with chosen friends. We regularly use games, role play, hot seating and discussions and often children's achievements are not recorded as formal prose but in note form, drawings or other creative ways e.g. posters.




## **Physical Education (PE)**

### **Aims:**

- To provide all children with positive, regular physical learning experiences in a supportive environment
- To contribute positively to the children developing an active and healthy lifestyle
- To develop resilience in an alternative setting to the classroom
- To develop the children's individual skills so that they can successfully participate in a wide variety of games, sports and physical activities
- To encourage and develop teamwork and sportsmanship
- To expose them to a wide range of physical activities which may promote a happy and healthy lifestyle when they grow up

### **Rationale:**


Our PE lessons are designed to help foster a love of activity which can be taken into adulthood with a view to nurturing lifelong health and fitness. We offer at least two hours per week of physical activity with a balance of indoor, outdoor and specialist provision. Outdoor activity is also supplemented with our weekly walk in the local community. We make good use of our playground, adjacent playing field and also the large gym at one of the other New Reflexions schools.

We adopt a skills approach to teaching PE, ensuring that our children develop the necessary skills to become lifelong participators in physical activity. Younger children start by being introduced to basic fundamental movement skills in a variety of ways such as: running, throwing, catching, jumping and balancing and personal expression in dance. As they get older, the children develop more sport specific-skills.

Each PE session will have its own learning objective/s but our six key values, underpin our teaching and link closely to our PSHE curriculum. These six values are:

- Determination
- Honesty
- Passion
- Self-Belief
- Respect
- Teamwork

Logo	Value Name	Attributes
	Determination	<p>Not giving up easily on trying to achieve your goals.</p> <p>Giving 100% effort in everything.</p> <p>Having a growth mindset— I can't do it YET.</p> <p>Always aiming to be the best you can be.</p>
	Honesty	<p>Being honest with yourself.</p> <p>Being honest with others — both children and adults. Having the courage to do the right thing and what you know is right.</p> <p>Let the best person win, not the best cheat!</p>
	Passion	<p>Smiling and having fun.</p> <p>Showing energy and excitement.</p> <p>Putting your heart and soul into whatever sport you are participating in.</p> <p>Passion makes you enter the race and passion makes you finish it!</p>
	Self-Belief	<p>You have to believe to achieve.</p> <p>Believing in yourself.</p> <p>Having a growth mindset— I can do this and I can get better at it.</p>
	Respect	<p>Treating children and adults politely and with understanding.</p> <p>Respecting that a referee/umpire's decision is final. Showing support and encouragement to other team members.</p> <p>Respecting the opposition — not using inappropriate words, gestures or physical approaches.</p>

	Teamwork	<p>Treating everyone equally, supporting each other and working together to have fun and achieve.</p> <p>Encouraging all members of your team.</p> <p>Believing in everyone's abilities and not taking over.</p> <p>Using positive language to all team members.</p> <p>Celebrating everyone's success not just your own.</p>
---	----------	---

## **Art and Design**

### **Aims:**

- To develop children's own curiosity and creativity using a range of materials e.g. pencil, charcoal, paint and clay
- To be able to recognise, appraise and evaluate the work of artists and designers and understand the historical and cultural significance of their work
- Produce creative work, exploring their ideas and recording their experiences
- Be free to make mistakes and embrace these imperfections to improve their work, building their resilience
- To be able to collect and try out/experiment with own ideas.

### **Rationale:**

We believe Art is a crucial subject which allows the children to excel without any restrictions and gives them the opportunities to express themselves in any form. We strive to ensure that all children have a safe and nurturing environment where they have the freedom to take ownership of their own ideas and interpretations and develop at their own pace. The content of our lessons is usually linked to our topics and children are fully supported to develop their artistic talents and are encouraged to have resilience to re-do or build upon previous work, in order to improve it. We work hard to reinforce the importance of developing resilience and responding positively to feedback (often using the example of 'Austin's butterfly'). The children will be exposed to artists from a range of cultures and will be encouraged to reflect on what they personally like or dislike and to explain their reasoning.



## **'Bee' Ready (tutorial/registration time)**

### **Aims:**

- To be fully prepared to engage in their school day
- To know and understand what is scheduled for the day (consistent use of the visual timetable)
- To reduce anxiety
- To provide a safe and fun place where students can improve their attitude towards learning

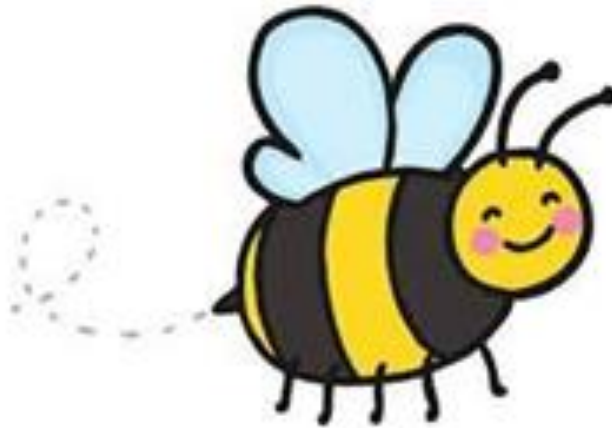
### **Rationale:**

Morning tutorial sessions are designed to model to the children how to greet each other in the morning and to provide a nurturing space to prepare them for their day's learning. If there has been an incident the previous day, children are reassured at this time that today is a fresh day and encouraged to re-engage positively with their learning.

Typical content for these sessions may include:

- Sharing the visual timetable and the teaching staff explaining any changes or tweaks to the day
- Mindfulness activities to help the children to be in the right frame of mind to learn
- Providing the children with a brief opportunity to re-visit the previous day's learning (supported by school staff) and to go over any misconceptions again in a different context
- An opportunity to explore current events and complete quizzes based on these
- Taking part in a brief 'settling' board game to support their social skills
- A chance for the children to share important information with their friends

When they are ready, these sessions also help the children to explore the current barriers they may have towards learning and an opportunity to explore strategies needed to overcome these obstacles. These sessions are designed to support the children in understanding the qualities needed to engage positively in society.



## **Sensory Sessions**

### **Aims:**

- For the children to just 'be' and enjoy play as a valid activity
- To encourage children to naturally use scientific processes while they play: creating, investigating, exploring and predicting what might happen next
- To continue to build on and enhance their linguistic, cognitive and visual skills
- For the children to begin to understand that the skills learnt in these sessions are transferable to other areas of the curriculum and are general life skills too

### **Rationale:**

Many of our children arrive with gaps in their formal learning but also having missed out on earlier opportunities to play. For children who may have additional needs, engaging in play and particularly sensory play can help to retrain the brain's response to sensory information. It can help to build nerve connections to the brain, improving cognitive growth and can also support a child's ability to focus on a particular task, ignoring or 'blocking out' distractions.

We have weekly sensory sessions where the children will have opportunities to develop all five senses – taste, smell, sight, touch and hearing. The children are sometimes expected to work collaboratively and sometimes on their own.

Policy reviewed	Sept 2025
Next review	Sept 2026