

## Youth Challenge, Bolton Impact Trust Curriculum Statement

At Youth Challenge Academy, Bolton Impact Trust **we believe everyone can achieve, we inspire a love of learning and we transform potential into long-lasting success.**

Our curriculum is designed to ensure that we can bring these core beliefs to life in the way that we structure, sequence and plan learning; the knowledge and skills that we deliver, our high-quality teaching and learning and our personalised approach in addressing the unique academic and pastoral needs of each child. Our aim is to inspire every young person to acquire the knowledge, skills and experience necessary, both inside and outside the traditional classroom environment, to fulfil their true potential.

Throughout all of the schools in our Trust the curriculum is designed to:



Provide in-depth subject **knowledge** and inspire a love of learning



Build the **character** attributes needed to be a productive member of our society and to succeed in the modern world, such as resilience, kindness and tolerance



Nurture **creativity** so that pupils become confident creators and develop an understanding and appreciation of 'the best that has been thought and said'



Help pupils to develop their problem-solving, **innovative thinking** skills



Give pupils the knowledge, qualifications and skills to ensure that they can **transform** their potential into a long-lasting, successful and fulfilling career

## Our Context

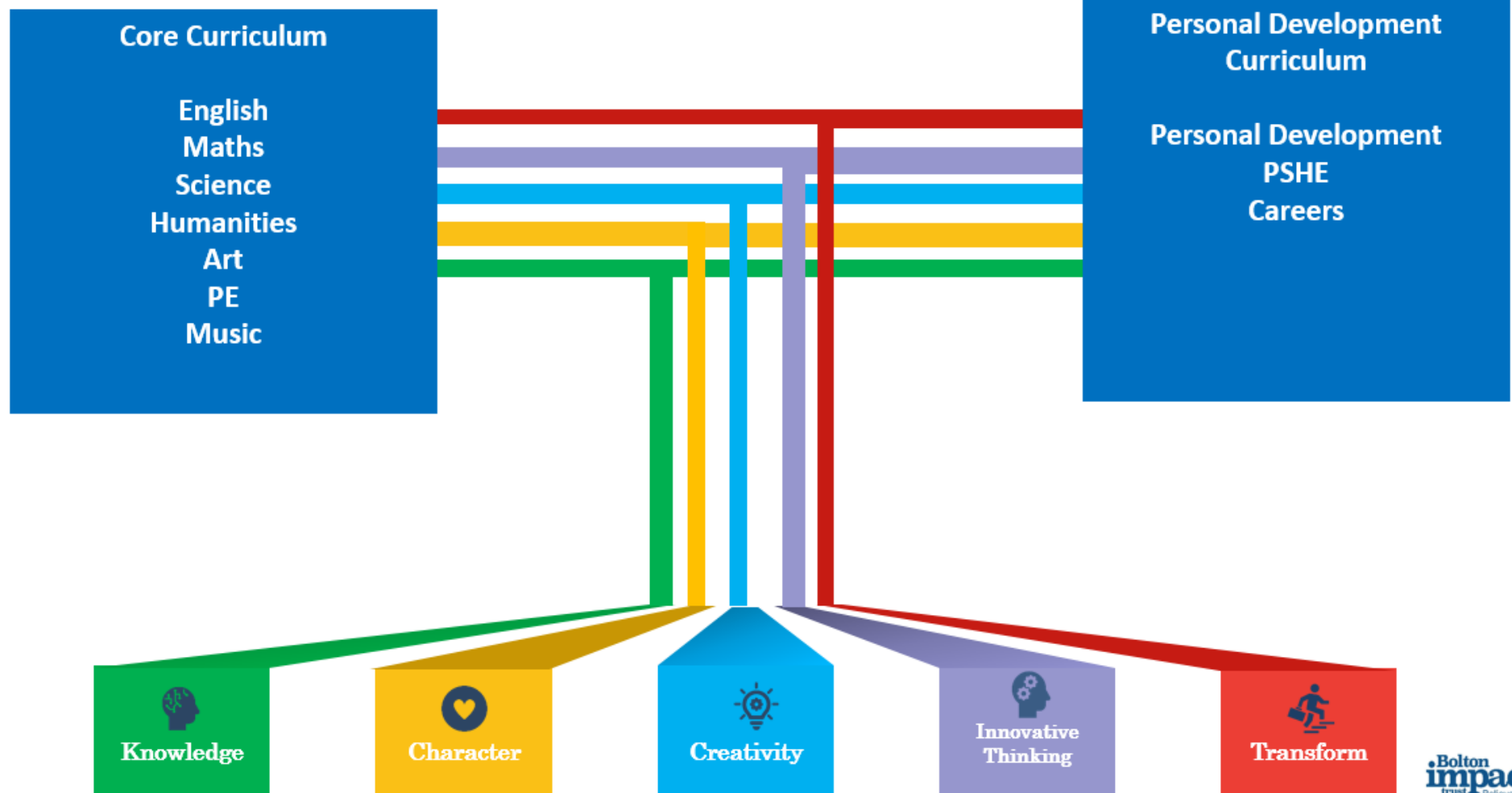
All of our students have been permanently excluded from their mainstream school or, in the case of our small number of school commissioned places, they are at serious risk of permanent exclusion. Most of the students we work with have attended two or more secondary schools, some have also already attended different types of alternative provision. The majority of our students come from disadvantaged backgrounds. We have higher number of students who have experienced adverse childhood experiences, including family trauma such as bereavement, mental health issues or substance misuse. Many of our students are involved with a variety of other professionals including YOT, 360, social care, and the EXIT team. Typically, our students have had limited access to cultural capital and an increasingly high number of students have special educational needs, often undiagnosed prior to joining us.

The end point for students at our provision differs based on their stage of education and desired next destination. Some students are aiming to return to mainstream education or another suitable secondary educational provision. Some students are working towards accessing post 16 education, apprenticeships and the world of work. Regardless of their end destination, we strive to ensure that all of our students feel valued, know how to keep safe and have the skills needed for an independent future.

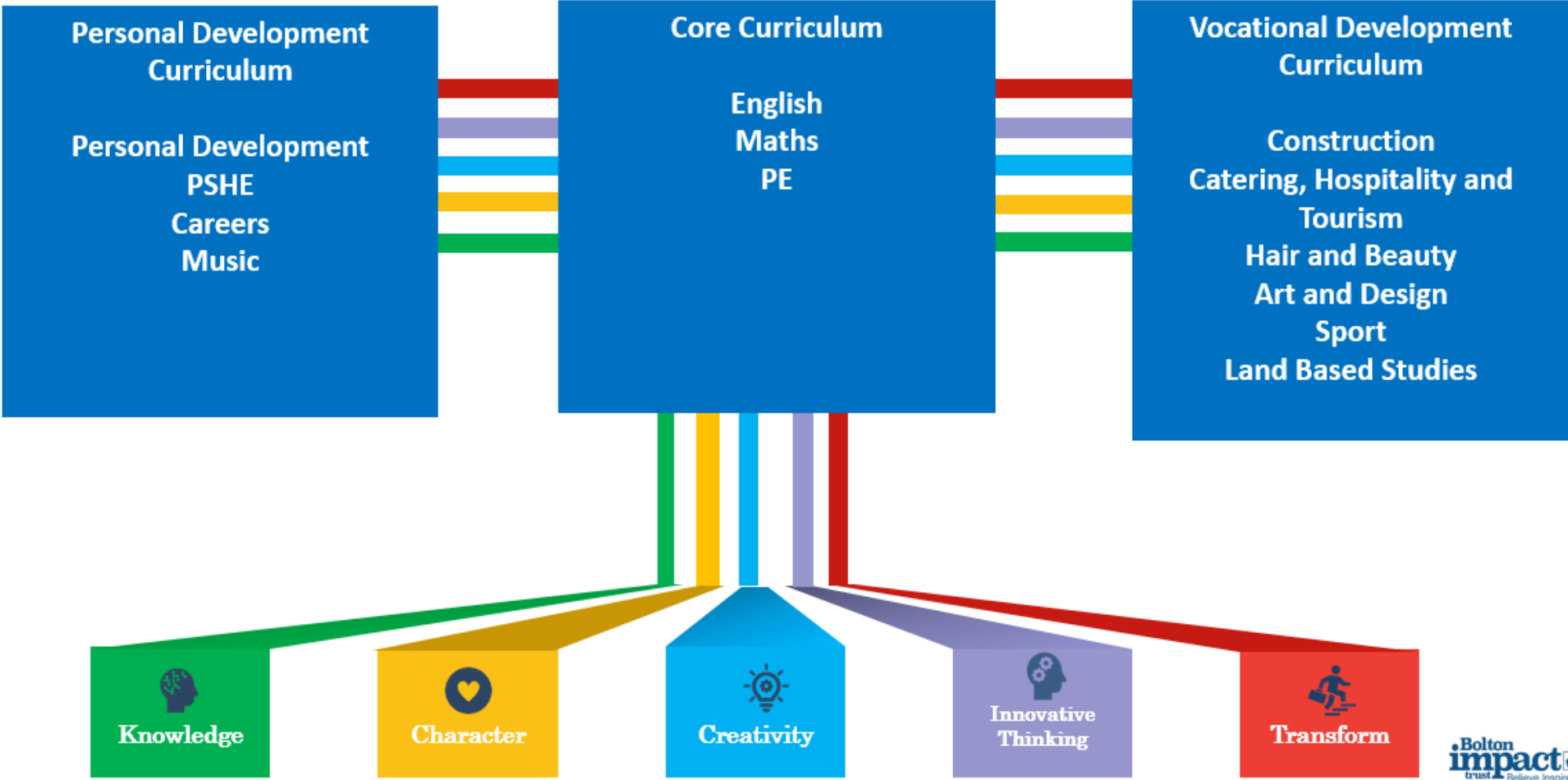
At Youth Challenge our pupils require a curriculum which is specifically designed to meet their needs. Our pupils need to:

- Be supported to access a balanced and broadly-based curriculum based upon the National curriculum core and Foundation subjects
- Be taught the fundamental key stage 2 knowledge, skills and understanding that they have not yet fully mastered, to enable them to fully access the key stage 3 curriculum and beyond
- Feel safe in school and learn to develop positive relationships with others
- Understand themselves and the specific factors that have contributed to their exclusion from school
- Learn how to regulate their emotions
- Learn how to keep themselves safe
- Understand and respect the views and cultures of others
- Understand the positive impact that they can have on their community and the wider world
- Learn and experience what possibilities there are for their future careers
- Develop confidence and self-belief
- Be ambitious in the goals that they set for themselves

# Youth Challenge Key Stage 3 Curriculum Model



# Youth Challenge Key Stage 4 Curriculum Model



## Our Curriculum Offer

For those students who are returning to another educational setting, predominantly KS3 students, we want them to be able to successfully reintegrate into the mainstream curriculum. English, maths and PSHE are taught explicitly. Humanities and science are taught together via a subject we call 'wider world' in which the core learning from history, geography and science is taught through a thematically linked approach. At KS3, sports features heavily in our timetable and is used to address many of the pastoral barriers. We use sport as an opportunity to teach resilience, team work, problem solving and use a variety of sporting venues such as water sport centres and boxing gyms to practice social skills and enhance students' cultural capital.

For students who will conclude their secondary education at Youth Challenge, we put a large emphasis on providing the keys to 'open doors' to future opportunities. We have a robust careers curriculum, also incorporating skills for independent living, and all students have access to a Connexions advisor. At KS4 we want our students to leave us as functionally literate and numerate young adults capable of independence and personal success in whatever avenue they choose, consequently, we offer a functional skills qualification in English and maths in addition to English and maths at GCSE level. At KS4, students select two BTEC options to study; these are linked to industries that are often of interest to our students. They work to gain employment skills and acquire a BTEC qualification that will enable them to access college courses, employment or apprenticeships linked to these areas at a higher level, should they chose to do so. We are a registered Duke of Edinburgh centre and aim to address resilience and stick-ability through our delivery of the programme at bronze level. Year 11 students who join us in the latter part of the year, often sit exams in a variety of subjects that we do not usually deliver. We support the preparation of this by liaising closely with mainstream colleagues, calling on staff expertise, sourcing and providing resources and making personalised amendments to student timetables to create extra spaces for learning.

Our cultural capital and ECM curriculum ensures that our students are not disadvantaged by a lack of opportunity or exposure to events, experiences, cultures or subject matter. All students have access to a peripatetic music teacher and through this some students have discovered talents that they never knew they had. Dedicated careers lessons and events, such as careers carousels and employer encounters, ensure that future employment remains at the forefront of students' minds and they receive the necessary adult support in order to successfully transition to their post 16 destinations. An emphasis on functionality is pursued through our maths and English curriculum to ensure that our students can be independent adults. BTEC subjects provide our students with the skills that they need in order to access future employment in vocational sectors, and the delivery of GCSE maths and English, and other subjects where appropriate, opens doors for those who wish to pursue higher education.

## Our Timetable

Our lessons are 50 minutes long with some double lessons scheduled for practical subjects. The time allocated to each subject is shown in the table below:

	English	Maths	PSHE and Careers	Wider World	Art	Music	Bedrock Reading	Sport	ECM	Option A (BTEC) Construction Catering, Hospitality, Tourism Hair and Beauty	Option B (BTEC) Art and Design Sport Land based Studies
Number of lessons at KS3	4	4	4	2	1	1	1	2	3	NA	NA
Number of lessons at KS4	4	4	2	NA	NA	NA	1	2	2	4	4

## Our Bespoke Curriculum Offers

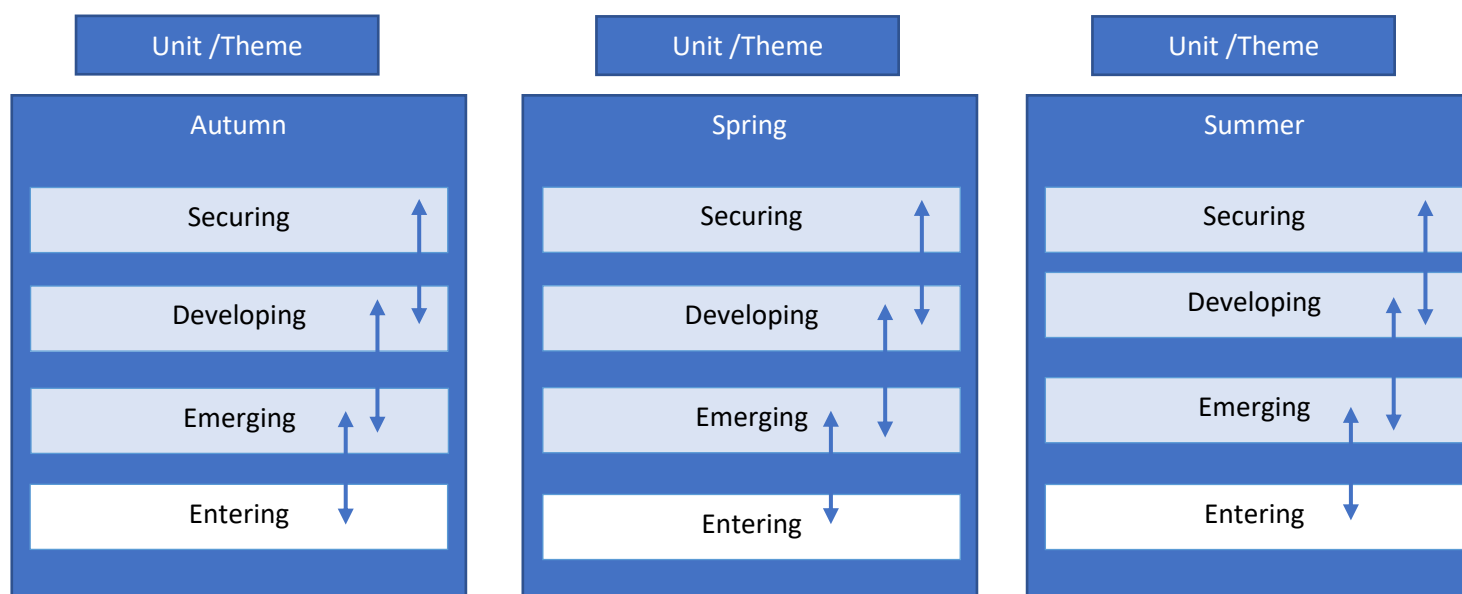
A full time curriculum offer is available for all of our students. However, we acknowledge that there are times when some of our students may be unable to fully access and engage in this for a variety of different reasons. We are flexible and creative with our bespoke timetable offers in order to provide the best educational opportunities possible for all of our students. We have some students who access an afternoon timetable and we have an outreach package as a response to non-attendance. All bespoke timetables are reviewed each half term, as a minimum, via a meeting with pupils and parents to discuss their views and progress made. Our aim with any bespoke timetable is that it is used as a short term intervention; the desired outcome always being reintegration into our full timetabled on site offer.

## Academic Curriculum Structure

Pupils at Youth Challenge can arrive at any point in the academic year and may spend between one and six terms in our setting. It is important that we have a curriculum which meets the needs of these pupils, and which does not limit their ability to return to a mainstream setting or move onto a post-16 placement which is appropriately matched to their future career.

We have designed a curriculum which is taught in key stage groupings and tiered based on ability rather than age. For every subject we have identified the key component knowledge in both key stage 3 and key stage 4 and we have divided each key stage into either 3 or 6 separate units or themes which can be delivered in half-termly or termly chunks over just one academic year. These units or themes are logically sequenced so that knowledge is built upon knowledge throughout the term, moving through the entering, emerging, developing and securing stages. Pupils are placed on the stage that matches their ability and are expected to move through the stages as they make progress. Pupils can be grouped according to stages, but there is also the flexibility of being able to teach all or several of the stages in one key stage group using adaptive teaching.

In key stage 3 the themes and units delivered are planned in a three year cycle to ensure that pupils who are with us for more than 3 terms do not experience the same work twice, but do have the opportunity to revisit the key component knowledge and skills from units or themes that they have been taught previously. In Key stage 4 the themes or units delivered have a two year cycle, and whilst the stages continue to reflect ability, they are also used to reflect the qualification that pupils are being entered for.



## Curriculum Sequencing

We know that our knowledge and understanding of the world does not sit separately in compartments in our brain. We understand the world by building schemas of knowledge which are webbed into complex relationships with one another. By developing rich, connected schemas in our pupils' brains, we help them to know and remember more and we help them to build new knowledge onto their existing knowledge. Therefore, the curriculum at Youth Challenge has been planned and sequenced both in each subject and as a whole school curriculum. We have sequenced the curriculum from the eyes of the pupil and worked to ensure that where possible knowledge builds upon knowledge across the whole curriculum, often leading to the creation of complex schemas of knowledge across several subjects to help pupils to know and remember more. We have ensured that knowledge and skills that are used in more than one subject are taught in the same way, using the same vocabulary.

To fulfil our intent to meet the specific needs of our pupils we explore an important theme each term through our curriculum. These themes are part of the curriculum plan for all subjects to varying degrees although some are more obviously suited than others to deliver them. There is a heavier focus on this in key stage 3 but we do focus on them across some of the key stage 4 curriculum too. They do not detract from key subject knowledge, but instead provide a hook on which to link curriculum knowledge and to provide a common thread which runs throughout the subjects pupils study, helping them to build complex webbed schemas. They also lead our assemblies and form time activities and support us to ensure that the specific needs that we have identified in our pupils are met through our curriculum.

**Identity** - In the autumn term we explore the theme of identity. Pupils learn about themselves and where they are from. They consider their beliefs and values and what type of career they might be interested in. They explore their strengths and areas that they would like to improve upon, their relationships with others and their dreams and goals. They are encouraged to find their voice and to develop their communication skills.

**The Wider World** - In the Spring Term we explore the theme of The Wider World. Pupils learn about the lives of others and the different cultures, values and beliefs that exist which are different to their own. They develop respect and appreciation for difference, and an understanding of other historical and cultural contexts.

**Making an Impact** – In the summer term we explore the theme of Making an Impact. Pupils learn how people and events have had an impact upon the world, and how they can have their own impact on the world. They will explore the idea of being a responsible citizen, how they can make a difference and how to discern between positive and negative impact.



## Curriculum Plans

Every subject has a curriculum statement of intent which outlines how the curriculum has been sequenced and planned to ensure that it brings the Trust's core beliefs to life in the five elements of Knowledge, Character, Creativity, Innovative Thinking and Transforming. Every subject also has curriculum overview which maps out the key topics or themes that will be delivered each term or half term and the key component knowledge that will be delivered in each of the stages of key stage 3 and key stage 4. There are also alternative pathways for pupils not accessing the main school. These pathways are typically for pupils who require significant support or who are on outreach. These pathways require their own plans and can be personalised to individual pupils if necessary.

Teachers are expected to plan each term's topic or theme using the template below. Some subjects or academies will deliver to more than one stage at one time, and so the work planned may be the same for some of the stages but differentiation and adaptive teaching will ensure that pupils are working at a level that matches their ability.

### Sample Key Stage 3 Curriculum Plan

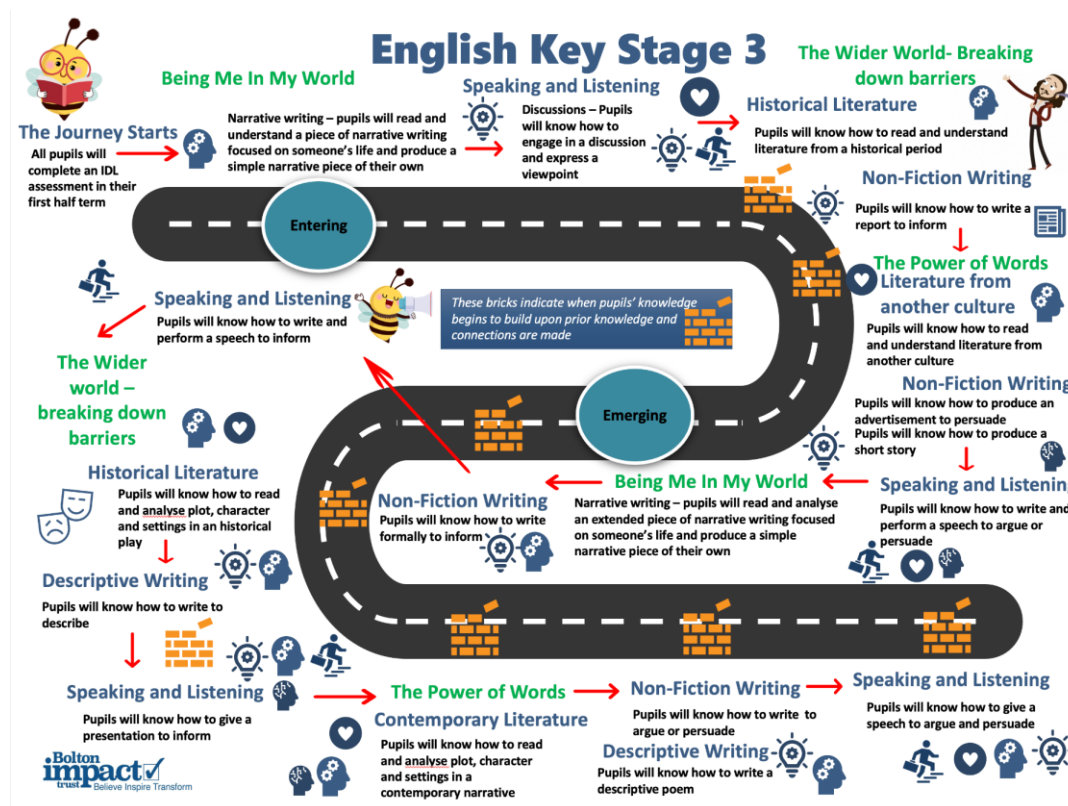
Term: Topic/Theme:		Key Outcomes	Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:
Alternative Provisions	SEMH Academy (Lever Park)					
Securing (Typically year 9 age-related level)	Year 9					
Developing (Typically year 8 age-related level)	Year 8					
Emerging (Typically year 7 age-related level)	Year 7					
Entering (Typically outreach or pupils requiring significant support)	Engage and Outreach and Nurture					

## Sample Key Stage 4 Curriculum Plan

Term: Topic/Theme:		Key Outcomes	Knowledge required to be revisited and retrieved to help pupils make links to new knowledge and to deepen their understanding:	New Component Knowledge:	Subject Specific Vocabulary:	Planning for Common Misconceptions:
Alternative Provisions	SEMH Academy (Lever Park)					
<b>Developing and Securing</b> (Typically year 11 age-related level)	Year 11					
<b>Entering and Emerging</b> (Typically year 10 age-related level)	Year 10					
<b>Alternative Pathway</b> (Typically pupils on outreach or requiring significant support)	Engage and Outreach and Nurture					

## Curriculum Road Maps

Curriculum road maps are produced as a visual representation of the curriculum journey that a subject takes and include the key component knowledge and skills that are delivered at each stage. The elements of Knowledge, Character, Creativity, Innovative thinking and Transforming are symbols which appear on the maps to show where that element is delivered within the curriculum. Building blocks symbolise where opportunities to build upon previous knowledge arise.




Sample curriculum map for English Key Stage 3, entering and emerging stages

## Knowledge Organisers

Knowledge organisers are produced to help pupils to organise and retrieve key component knowledge in individual themes and topics. They are also used as a teaching tool to check for understanding or for what prior knowledge the pupils have before teaching a unit of work.

BOLTON IMPACT TRUST KNOWLEDGE ORGANISER: PHSE - BULLYING



KEY VOCABULARY:	
Bullying	Repeated and intentional behaviours which cause harm to another person either physically, emotionally or psychologically
Banter	The playful exchange of teasing remarks and jokes between friends where all are in on the jokes and enjoy the exchange
Bystander	A person who doesn't actively engage in the bullying but watches and doesn't do anything to prevent it.
Bully	A person who engages in bullying type behaviour towards one or more people

### KEY KNOWLEDGE: Types of Bullying

**PHYSICAL** - The victim is physically and violently assaulted by the bully. This can include being beaten up, pushed and shoved or the physical taking of items from the victim. This sort of bullying is against the law and should be reported to the police.

**VERBAL** - This can include name calling, snide comments and the spreading of rumours; it can also constitute harassment in some cases which is illegal and should be reported to the police.

**EMOTIONAL** - Psychological and emotional bullying is difficult to see but can include the ostracization of the victim from a particular group, tormenting and humiliating the victim.

**CYBER** - Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature but can also include setting up of malicious websites or posting personal and embarrassing images and videos without the person's permission.

**SPECIFIC** - This the term used to describe bullying based on a specific aspect of the victim's identity such as homophobic, transphobic, Bi-phobic bullying but can also include racist bullying and bullying based on religion. All of these types of bullying are illegal.

### DEALING WITH BULLYING

Remember that it is the victim that determines if they believe the behaviour is bullying not the bully. **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.

- Don't retaliate, try and ignore them if you can.
- Try not to react in front of the bully.
- Stay with trusted friends who will support you.

### WHO CAN HELP?

**Parents**  
**Friends**  
**Teachers**

**NSPCC – 08088005000 (24hrs)**  
[www.nspcc.org.uk](http://www.nspcc.org.uk)

**CHILDLINE -0800 1111 (24 hrs)**  
[www.childline.org.uk](http://www.childline.org.uk)

**NATIONAL BULLYING HELPLINE –**  
[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)

### DEALING WITH CYBER BULLYING

Cyber Bullying can be harder to handle as it anonymous and can impact all aspects of your life.

- **Tell someone** – don't keep it to yourself, find a trusted adult who you can talk to.
- Report the bullying to the website and block the user.
- Do not retaliate
- Screenshot evidence of the bullying.

Sample Knowledge Organiser for PSHE on the theme of 'Bullying'.

## Qualifications

Pupils are expected to study English, Maths and PSHE as a core curriculum across the Trust. At Youth Challenge pupils in Key Stage 4 will have a range of qualifications that they can choose from. This choice will be guided by staff to ensure that pupils are sufficiently challenged and are equipping themselves with the skills and qualifications that they need for their chosen career.

GCSEs	Functional Skills	BTecs	Other Certified Courses
Maths English Language English Literature	English Maths	Land Based Studies Construction Catering, Hospitality and Tourism Hair and Beauty Art and Design Sport	PSHE ASDAN Arts Award Duke of Edinburgh Award

*\*We also liaise with schools to support other qualifications that pupils wish to continue to study whilst in our Trust. We facilitate time in a pupils' timetable to complete the work required and to visit school and meet with teachers in order to ensure that they are able to enter for the qualification or continue with the subject should they return to school.*

## Personalised Curriculum

During the induction period pupils undertake a number of diagnostic assessments in order to establish precise information on their academic ability and specific areas of need. Along with the intelligence gathered during the referral process this information is used to put a personalised curriculum plan together for every pupil. This means that along with the delivery of the core curriculum, some pupils will have specific 1-1 interventions, additional support in class or some personalised teaching for areas of the curriculum where they have specific gaps in their knowledge or understanding.

## Entering Stage and the Alternative Pathway

Both the Key Stage 3 'Entering' and Key Stage 4 'Alternative Pathway' stages are highly personalised curriculums designed to meet the needs of those pupils who are unable to access the main stages in school. Pupils on these pathways are still expected to study the core curriculum of English, Maths and PSHE but the work given will be highly personalised and planned to fill gaps in key knowledge and skills. These pupils will also receive a highly personalised personal development programme to address the barriers to their ability to access the main stages in school. The aim of these pathways is to work with pupils to ensure that they are able to move as quickly as possible to the main stages in school. Pupils on these pathways are reviewed regularly to ensure that everything is being done to make progress towards achieving this aim.

## Personal Development

The personal development of the pupils in the Bolton Impact Trust is at the very core of the curriculum in all of our academies. Most of the pupils who attend the Bolton Impact Trust struggle with their social, emotional and mental health, and a large proportion of our pupils have had adverse childhood experiences (ACES) which have impacted upon their young lives. The Trust has designed a Personal Development curriculum to address the complex needs of our pupils

and to give them the tools they need in order to become a happy and productive member of society and to succeed in the modern world. The Personal Development curriculum is mapped across each academy's whole curriculum offer including academic subjects, careers, enrichment, PSHE, assemblies, form time, mentoring sessions and cultural visits.

As with the academic curriculum subjects, the plans for each pupil are intelligence-led and personalised. During the induction period for every pupil detailed profiling enables staff to design a personalised plan to address those areas of need through the personal development curriculum.

## Guiding Principles for Teaching and Learning

The Trust has a set of guiding principles for high-quality teaching and learning. Youth Challenge expects all staff to abide by these principles in their classrooms.

We believe that pupils learn most effectively when:

- › Teachers are trauma-informed in their approach and create anxiety-free classrooms where pupils feel safe, secure and valued.
- › They can manage their emotions and have the resilience to make mistakes and persevere.
- › They are engaged and encouraged to think hard about something.
- › Teachers structure pupils' learning so that they build upon and connect knowledge to what they already know.
- › Teachers deliver new material in manageable amounts at the right level for each child.
- › Teachers model and share what success looks like.
- › Teachers regularly check for understanding and promptly address misconceptions.
- › Teachers create opportunities for pupils to regularly practice and retrieve what they have learned.

## Reading Across The Curriculum

“Once you learn to read, you will be forever free” – Frederick Douglas

As a Trust we believe that reading is the cornerstone of education. It is the gateway to accessing information across subjects, enabling students to comprehend instructions, absorb new concepts, and engage with the curriculum effectively. By teaching reading to pupils, we provide them with a fundamental skill set necessary for academic success and lifelong learning.

Please see our Reading Curriculum Statement for more details.

Often students who arrive with us have missed a considerable amount of schooling or have masked learning needs through their behaviour, resulting in misdiagnosis or lack of diagnosis leading to appropriate support not being made available or appropriate interventions not being put in place. In order to get a more accurate understanding of our learners profile a series of diagnostic assessments are conducted on entry to Youth Challenge. These include the Kaufman Brief Intelligence Test 2<sup>nd</sup> edition (KBIT2) and the Wide Range Achievement Test 4<sup>th</sup> edition (WRAT 4). The KBIT furnishes us with a standardised score relating to verbal, non-verbal intelligence, these then provide a composite IQ score and the WRAT4 provides standardised scores for numeracy, single word reading, sentence completion and spelling.

The analysis of this data allows us to look for patterns that may help to identify potential underlying learning needs. If data analysis suggests that further investigation is needed then referrals are made to other professionals, these referrals include referrals to educational psychologists and for other conditions such as ADHD and ASD. Our qualified in school practitioners will also conduct further assessments and screening for Splds such as dyslexia, Irlen syndrome or dyscalculia.

Our SEND team are research informed and have a commitment to continued professional development; they share their expertise via the delivery of regular scheduled training sessions for a range of SEND needs and also maintain an accessible 'open door policy' in which all staff know where they can seek support and guidance on all matters SEND at any given time.

Staff have a clear pathway for referral to the SENDCO and are proficient in observing students to gather a range of data that cannot be gathered via written assessment. This assists in ensuring students have every opportunity to access the support that they require. All students have access to quality first teaching and support, with all academic sessions having a staff ratio of no less than two staff to eight students. Students who do have an identified need are provided with adapted resources such as the provision of different coloured exercise books, scaffolded or cloze worksheets, task boards or monitoring of sensory overload by task deconstruction. Adaptations for sensory needs are made in our vocational development curriculum and pupils are given quiet areas to eat in at break times.

As part of our academy's vision to foster independence, staff are trained to support students in a way that does not encourage dependency and over-reliance. This is critical for our learners moving forward to new provisions or post 16 destinations.

For additional academic support we have a three-tiered intervention programme ranging from whole school initiatives for inclusive learning to specific targeted interventions in which identified pupils can access intervention either individually or in small groups. Wave 1 intervention is what Youth Challenge delivers to all learners this is designed to re-engage learners in education, focusing on quality first teaching, in-class support, meta cognition and adaptive teaching to support areas of missed learning. We also look at whole school programmes targeting broader skills such as such as emotion coaching, key skills and reading. Wave 2 interventions are delivered in very small groups, or sometimes one to one, to address specific barriers to learning and is delivered by Youth Challenge staff. These target additional literacy and numeracy needs. Wave 3 is our highest and most bespoke level of intervention and is delivered by skilled professionals; for example, this may take the form of one-to-one teaching of early phonics via a dyslexia specialist through the delivery of a recognised dyslexia programme. All Social and Emotional additional needs are targeted using named keyworkers, key working sessions and staff trained in de-escalation and re-direction. Recognition and labelling of emotions is role modelled by staff and more bespoke support such as therapeutic counselling is available for our



learners who require a higher level of support. We hold high expectations for all learners at Youth Challenge and provide comprehensive support to enable our students to achieve their potential.