



Pine Green Academy

# *Our 'All Through'* *Curriculum*

## **Curriculum Model Overview**

**Pine Green Academy**

**2024-5**

# Curriculum Model 2024-5

The curriculum model at Pine Green Academy is effectively sequenced to support learners throughout their time at Pine Green.

The goal of this curriculum is to ensure that students make continued progress in areas that open doors, allowing for a successful transition to the next phase of their lives.

As such, as well as an academic curriculum, our 'all through-curriculum' treats each learner as an individual and incorporates 'Personal Development' and 'Cultural Entitlement' as well as addressing the 'Social', 'Emotional' and 'Mental Health' needs of our learners.

We recognise that for many of our learners, accessing a school curriculum is profoundly challenging and to do so, for many, is an indicator of considerable success.

Within our 'all-through' curriculum, students are placed on pathways to maximise progression and life chances. Nevertheless, our students experience profound and compounded difficulties. Many experience comorbidity with a range of diagnoses and 'Special Educational Needs' across the spectrum. We therefore provide a curriculum that is personalised, preparing students for the next phase of their life - whether this is college, an apprenticeship or safely operating in local and regional communities.

## An Overview

Our 'CARING' curriculum model is divided into six distinct entitlements as identified below with students accessing a continuing programme of lessons throughout their time at Pine Green.

### Our 'All-through' Curriculum

Core	Active	Relationships	Independence	New	Getting Ready
English	Physical Education	RSHE	Cooking	Art	Preparation for Adulthood
Maths	Outdoor Learning	Ethics	Vocational Opportunities*	DT	Emotion Coaching
Science			Work Experience*	Food	Personal Interventions
Reading					

Our 'CARING' curriculum model is divided into six distinct entitlements.

- C – 'Core' lessons provide access to fundamental lessons that will remain on offer to learners throughout their placement at Pine Green Academy. Depending on ability and levels on entry, a number of learners will also access 'literacy' which provides access to phonics and 'precision'-based support. Learners will follow pathways that allow for maximum achievement.
- A – 'Active' lessons provide an entitlement to physical activities that provide therapeutic benefits to a number of our young people. Our 'Outdoor' learning offer, provide access to learning outside of the classroom and encourages young people to build relationships with staff and students outside of the school environment. Physical Education, as well as sessions in the school gym, expose students to the physical and psychological benefits of exercise as well as focussing on skill development and behavioural regulation.

- R – Our ‘Relationships’ offer provides an entitlement that deliberately exposes young people to be exposed to unfamiliar viewpoints with the aim of building understanding, tolerance and acceptance. Students follow a ‘Votes for Schools’ curriculum and engage with contemporary events in the world around them. As well as providing the opportunity for ‘Self Expression’, our RSHE course allows students to develop ‘Social’ and ‘Emotional’ skills, actively reducing ego-centrism whilst working out the motivations behind others’ actions. Here we follow the national curriculum and offers statutory entitlement to ‘RSE’ and allows students to develop their awareness of personal safety.

- I – The ‘Independence’ strand of our curriculum, provides opportunities for students to develop skills in areas that they may seek employment in and need later in life. Students engage in cooking, gardening and trade skills as well as accessing work experience opportunities.



- N – ‘New’ lessons provide students with the opportunity to a range of foundation lessons experience lessons that they may have missed out on previously due to historic difficulties. Students are exposed to a range of new mediums in Art, learn cooking and catering skills in Food, as well as developing skills in Design Technology.

- G – ‘Getting Ready’ embraces our curriculum intent that all learners will leave Pine Green Academy, ready for the next phase of their learning. Preparation for Adulthood teaches students practical skills from presenting to others, ironing and catching buses. Both ‘Personal Interventions’ and ‘Emotion Coaching’ provide students with the opportunity to engage with key areas for development in their own EHCPs and will be discussed later.

# Principles & Design - Whole School Curriculum

We have shaped our curriculum so that students have every chance of developing skills relevant to what they need at each point of their journey. Within primary, children engage in a diagnostic and supportive curriculum, designed to ensure that gaps and deficits as a result of time outside of school or from barriers caused by special educational needs, are addressed. Our inspiring curriculum, helps pupils to develop their understanding and access core knowledge. We provide daily lessons in Phonics and a pathways-approach to access Core and appropriate foundation subjects (Explorers, Adventurers, Navigators). We weave reading, literacy and numeracy throughout everything we do to ensure that children are ready to transition to Secondary by the time they finish Year 6.

To ensure continuity between phases, our curriculum is carefully sequenced with clear endpoints. Doing so allows for a model of assessment that rapidly identifies gaps in understanding and we proactively move to address these areas.

Our Secondary curriculum is broad and ambitious for our learners as well as providing access to lessons that students need to be successful and safe. All students continue with many of the subjects that are introduced in our primary phase, as well as facilitating access to subjects that equip students to be successful at college. Students continue to access 'Preparation for Adulthood' as well as continuing with PSHE & our Ethics curriculum that follows 'Votes for Schools'.

We are determined for all pupils to achieve their academic and personal potential and be prepared for life's opportunities, responsibilities, and experiences. We are proud that our curriculum ensures consistently strong and individualised outcomes for all our pupils, from their initial experiences in Year 3 to the end of their journey with us in Year 11.

## Our 'Core Values'

We have shaped our curriculum so that students have every chance of developing skills relevant to their needs and abilities. In both Primary & Secondary, our curriculum is underpinned by '**Communication**', '**Tolerance**' (Culture), '**Harmony**' (Conflict) & '**Competency**' (Creativity, Commitment & Courage). Students, across the school, engage in activities within lessons, interventions and from 'theme' weeks that support and reinforce these values.

*We are show 'TOLERANCE' and 'HARMONY' in our interactions. We 'COMMUNICATE' sensitively and show 'COMPETENCY' in all that we do. We are PINE GREEN ACADEMY.*



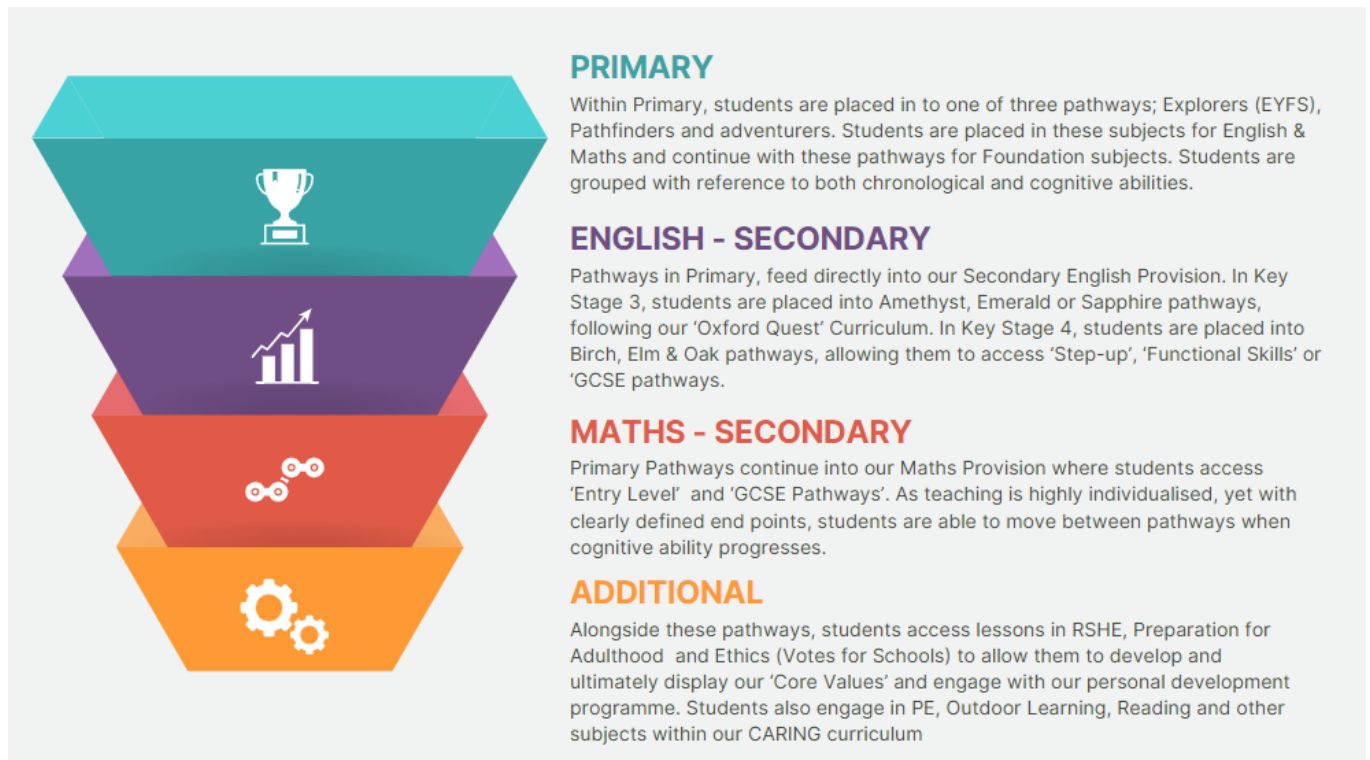
As well as these values being present in lessons and in ‘theme’ weeks, our ‘RSHE’ lessons provide strong links to ‘Personal Development’ and focus explicitly on three key areas.

- **Health and Wellbeing** – (Competency) this includes healthy lifestyles, drug and alcohol awareness, mental health and well-being, staying safe (physically, emotionally, and mentally), sleep and personal hygiene, as well as the practical application of First Aid and CPR.
- **Living in the Wider World** (Tolerance, Harmony)– this includes topics such as gambling and gaming, equality of opportunity in life choices, digital literacy and online safety, media and social media influences, inequality and aspects of the law including our rights and responsibilities.
- **Relationships** (Communication) – in this strand, topics include diversity, prejudice, discrimination (in all its forms), challenging extremism, bullying, healthy relationships, families and parenting responsibilities, relationship and sex education, friendship, love, and romance.

## Continuity between ‘Subjects’

At Pine Green Academy, we place great importance on providing access to an education that is suitable for the needs of our learners. As such we operate a series of pathways that encourage progression and at every point, allow students to take appropriate next steps.

well as these values being present in lessons and in ‘theme’ weeks, our ‘RSHE’ lessons provide strong links to ‘Personal Development’ and focus explicitly on three key areas.





# Individual Development with the Curriculum

The provision of support for students with special education needs

# Personal Development

Within our ‘Getting Ready’ curriculum, all students who attend Pine Green continue to access a number of entitlements.

*Students are provided with individual intervention programmes that are bespoke to their development.*

Students are firstly provided with an ‘Emotion Coaching’ curriculum that allows students to develop skills of emotional intelligence and emotional regulation. During tutor time, students are asked to reflect from successes and difficulties from the day before. Students are encouraged to recognise emotions associated with events and coaching is provided to identify emotions and develop appropriate responses.

Students are also provided with interventions that are identified by Education and Health Care Plans. At Pine Green we recognise that student need support not only with ‘Social, Emotional & Mental Health’ needs, but students will need support with ‘Communication & Interaction’, ‘Cognition & Learning’ difficulties and ‘Physical and Sensory’ difficulties.

We aim to explicitly teach ‘Personal Development. Through our RHSE and Ethics courses, students engage with activities to promote our Core Values; ‘**Communication**’, ‘**Tolerance**’ (Culture), ‘**Harmony**’ (Conflict) & ‘**Competency**’ (Creativity, Commitmen & Courage) and develop an understanding of ‘Health & Wellbeing’, ‘Living in the Wider World’ & ‘Relationships’.

At Pine Green Academy, students have entitlement to access 1:1 or small group interventions based on the difficulties they have. Interventions are scheduled throughout the year so that students continue to grow and develop throughout their time at school.

Our interventions and lessons are specially designed so that opportunity exists for students to receive bespoke support after the completion of interventions so that no learning gaps occur.

## Our Interventions

We offer an extended range of interventions in the following areas;

Cognition & Learning	Communication & Interaction	Social, Emotional & Mental Health	Physical & Sensory
Precision Literacy	Talkabout	Mentoring	Cool Kids
Precision Numeracy	SULP	Emotional Literacy	Motor skill development
Catch Up English	Circle of Friends	Emotional Intelligence	
Catch Up Maths	Girls Group	Anger Management	
Dyslexia	social Skills	Conflict Resolution	
Handwriting		Self Esteem	
Reading		Anxiety	
Phonics			

Inteventions form a component part of our world class curriculum which allow our students to grow and flourish. Student progress in interventions is tracked by ‘Evidence for Learning’ so that progress in areas other than the academic is captured and celebrated.



# Cultural Entitlement





**Learning doesn't just happen in the classroom.**

## Cultural Entitlement

At Pine Green Academy we recognise that not all student have had the same life chances.

As such we seek to ensure that students have half-termly opportunities to experience the world around them.

We identify nine key themes:

- Culture and Community
- Nature & Adventure
- Music & Performance
- Arts & Crafts
- History & Heritage
- Words & Verse
- Around me
- Having Fun
- Getting Ready

In each key area, we have identified experiences and opportunities that we wish students to have, divided in to Gold, Silver & Bronze opportunities.

For example within our 'Nature & Adventure' theme, students will engage in the following activities;

- Bronze
  - o Go on a walk to a new place
  - o Visit a forest
  - o Toast a marshmallow
- Silver
  - o Complete an acitivity on water
  - o Make a shelter in a forest
- Gold
  - o Visit the seaside
  - o Experience a campfire
  - o Go camping

Across the nine different categories, we provide a comprehensive set of activities that students will engage in. We ensure we track these experiences to ensure that all students have access to activities to make them rounded individuals, who are tolerant, accepting and open to new experiences.

As with all aspects of Pine Green, student progress is celebrated. We aim to hold awards evenings each year to celebrate student progress in all aspects of the curriculum.

# MY EXPERIENCES



## CULTURE & COMMUNITY

### Investigating

Investigating different cultures, environments and around me.

## NATURE & ADVENTURE

### Exploring

Exploring our local and national environments

## MUSIC & PERFORMANCE

### Performing

Exploring performing arts

## ARTS & CRAFTS

### Arts

Looking at and creating my own art



## HISTORY & HERITAGE

### Interest

Finding out more about personal, natural and social history.

## WORDS & VERSE

### Literature

Reading and listening to different literatures and meeting the people who create them.

## AROUND ME

### Environment

Being out and about in the natural environment



## HAVING FUN

### Learning

Finding out about different ways to have fun and enjoy myself

## GETTING READY

### Employment

Finding out how to get ready to go to work