

NEWMAN SCHOOL POLICIES

CURRICULUM POLICY

REVIEWED: January 2026

DATE DUE FOR RENEWAL: November 2027



Introduction

Preparation for Adulthood (PfA) is a golden thread that is at the heart of our school values, drivers and curriculum. We aspire that pupils leave Newman with the academic qualifications and wider skills, characteristics and experiences, which will help them to lead successful and healthy adult lives.

The Curriculum at Newman School is driven by our vision to provide all learners with a personalised, positive and meaningful learning experience through a sequential and cyclical approach to learning. Preparation for adulthood starts at the earliest opportunity in the Early Years' Foundation Stage and at every key stage builds on the previous learning and development. We aim for the highest level of **communication, independence** and **resilience** to prepare and equip learners for the next phase in their lives and into adulthood.

Newman's Curriculum Drivers

Communication

Our aim is to ensure that all pupils acquire the skills they need to communicate, in a way appropriate to them, to prepare them for adulthood.

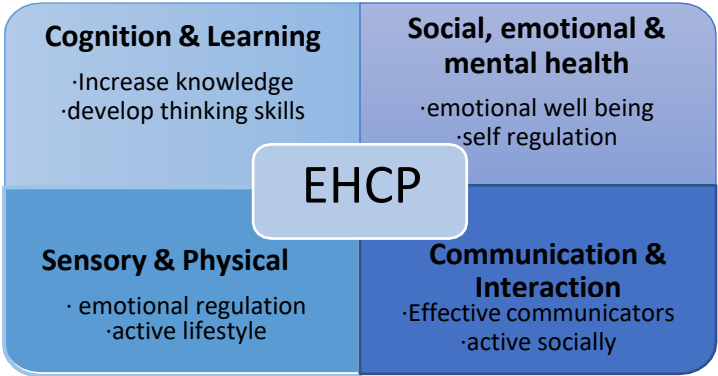
Independence

Our aim is to ensure that all pupils acquire independence in a broad range of skills. Throughout the day adults encourage, promote and provide opportunities for pupils to have a go for themselves to prepare them for adulthood.

Resilience

Our aim is to ensure that our pupils have the resilience required to recover from difficulties that they may face on a day to day basis preparing them to be resilient in adulthood.

Our intent is to ensure that all pupils are given the best opportunity and support to reach their full potential through a person-centred and holistic approach to their development. As learners move through the school curriculum model, their curriculum will be based on their learning needs, which is reviewed yearly in line with the annual review of their Education, Health Care plan and end of year progress outcomes.



Learning Pathways

At Newman, our curriculum is organised into different learning pathways. These pathways are progressive across and within and enable students to make progress and achieve through studying an appropriately adapted version of the National Curriculum.

	EYFS	KS1	KS2	KS3	KS4	KS5
Curriculum	Engage - Pupils will begin to engage through a highly-personalised, sensory based, thematic approach for learners, working at Engagement Model level. These learners access a non-subject specific curriculum which is focused on engagement, communication and experiences.				Destination: Social - Preparation for Adulthood through skills based lessons and supported transition to Social Care settings/continuing care	
	Discover – Pupils will begin to discover the early stages of learning, based on strong foundations aligned with the Early Years Framework and Pre-National Curriculum. These learners are beginning to be introduced to some aspects of a subject specific curriculum.				Destination: Social/Skills - Preparation for Adulthood through skills based lessons and supported to access support for life skills	
	Develop – Pupils will begin to develop their knowledge and understanding and make connections with what they discovered previously. These learners will be predominantly				Destination: Skills - Preparation for Adulthood through skills based lessons, core skills and accreditations.	

	accessing a subject specific curriculum.	
	Deepen – Pupils will begin to deepen their knowledge and understanding and make connections with what they discovered and developed previously. These learners will be accessing a subject specific curriculum broadly aligned to the National Curriculum.	Destination: Study - Preparation for Adulthood through skills based lessons, core skills and accreditations.

	EYFS	KS1	KS2	KS3	KS4	KS5
Tracking and Target Setting	Engage – EHCP targets set and reviewed annually. Progress tracked and targets set using Newman Engage Developmental Steps.				Destination: Social/Skills - EHCP targets set and reviewed annually. Progress tracked and targets set using Engagement profiles and AQA unit awards.	
	Discover – EHCP targets set and reviewed annually. Progress tracked and targets set using pre-Newman Tracker.					
	Develop - EHCP targets set and reviewed annually. Progress tracked and targets set using National Curriculum (ARE Newman Tracker) and formal qualifications.				Destination: Skills/Study - EHCP targets set and reviewed annually. Progress tracked and targets set using formal accreditations (GCSE, Level 1, Functional Skills, Btec, PfA outcomes, AQA unit awards)	
	Deepen - EHCP targets set and reviewed annually. Progress tracked and targets set using National Curriculum (ARE Newman Tracker) and formal qualifications.					

Our Curriculum is sequenced in 3 cycles followed by personalised pathways

EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14
3 year cycle (to be reviewed each year after reflecting on cohort abilities and EYFS numbers)			4 year cycle				3 year cycle			Personalised curriculum offer leading to accreditations or supported/continuing care				

Newman Sites

Newman is a cross site provision and operates across 3 sites.

Whiston

Our Whiston site is home to our EYFS and primary aged pupils and therapeutic provision. Some of our KS3, KS4 and KS5 pupils may be based at Whiston on a part-time or full-time basis according to their curriculum pathway and therapeutic need.

Dinnington

Our Dinnington site is home for some of the KS3, KS4 and KS5 aged pupils who are following the Discover pathway and almost all of the pupils who are on the Develop, Deepen and Destination curriculum pathways.

NAR

NAR is home to our 10-19 pupils who need an individualised SEMH, low sensory environment. Some of the pupils follow the Develop pathway but most follow the Deepen and Destination pathway.

Curriculum Families

As part of our curriculum development strategy, subjects have been grouped into the curriculum families below with each curriculum family being led by member of the SLT/MLT.

Language & Literacy <i>Prime: Communication & Language</i> <i>Spec: Literacy</i> Communication Sounds/pre-phonics/phonics Reading Writing MFL	Maths & Computing <i>Spec: Maths</i> Maths Computing E-Safety	My World <i>Spec: Understanding of the World</i> Science Geography History RE	Creativity <i>Spec: Expressive Art and Design</i> Art & Design DT Music	Wellbeing Prime: Physical Prime: Personal, Social & Emotional PE PSHE SRE Citizenship
<u>Golden Thread</u> <u>PFA</u>				

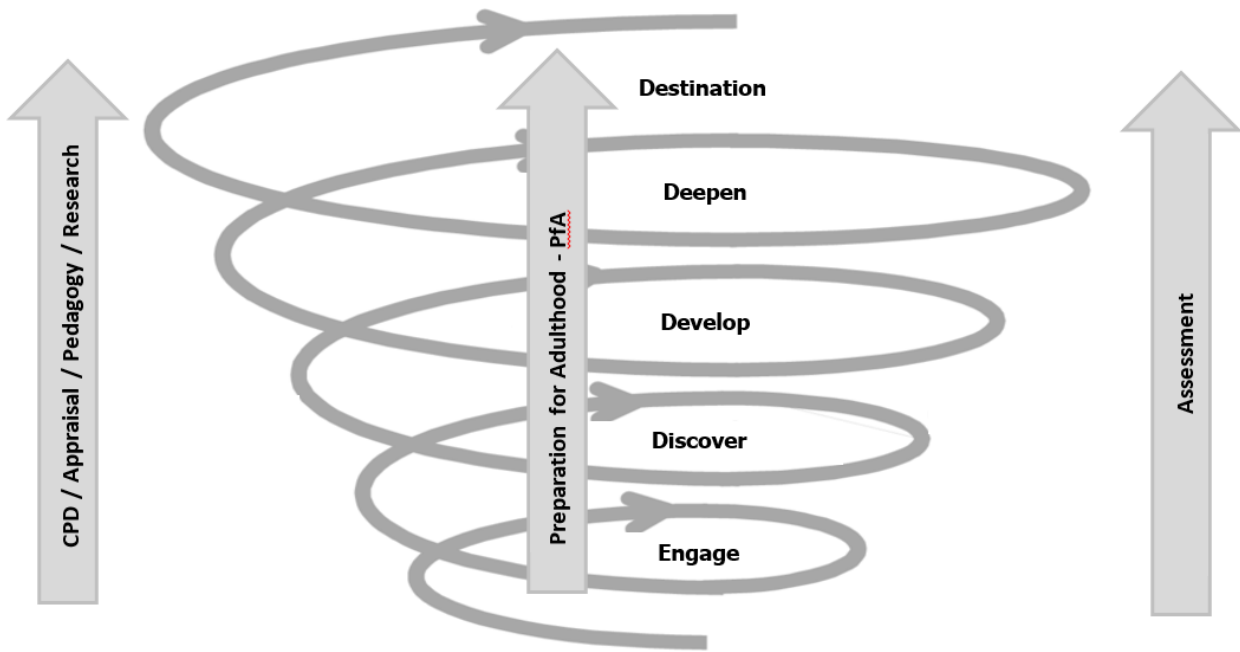
Curriculum Design and Sequencing

At Newman, our curriculum is underpinned by the National Curriculum whilst also being guided by our key drivers of Communication, Independence and Resilience.

The curriculum at Newman is designed to be progressive both across and within the pathways. The curriculum design enables students to progress and build on their knowledge and understanding through carefully chosen and sequenced topics.

The curriculum is organised as year long cycles within Key Stages, rather than learning per age related year group. This is to facilitate cross-year group teaching, within a Key Stage, whilst ensuring that key subject content is covered before students move onto their next stage in learning.

Research has shown that a good curriculum needs to empower children with knowledge, but also ensure that this knowledge is embedded in the long term memory. Knowledge building is connecting information and then building up a network of this connected information as a schema. It becomes easier to add new information and recognise its place within a discipline: new knowledge can 'stick to old knowledge'. Therefore, when designing our curriculum at Newman, we have thought carefully about what we teach when, how we can ensure learning is revisited and layered in practice and stored in long term memory; ensuring the knowledge that we wish children to know, builds on previous knowledge and progresses over units of work, so that children can create their own opinions based on factual knowledge and think deeply about how these concepts interrelate and how they may be relevant to everyday life.



Aspirational Outcomes for Students:

Engage	Discovery	Develop	Deepen	Destination
<p>Students are:</p> <ul style="list-style-type: none"> • Healthy • Happy • Engaging and participating in learning and social situations. • Able to communicate their basic needs and feelings and their communication skills are continuing to develop. 	<p>Students are:</p> <ul style="list-style-type: none"> • Discovering the foundation of early maths and English • Active citizens who are able to engage in their community • Taking note of keeping safe • As independent as possible • Able to form positive relationships and communicate with peers • Attaining some qualifications such as Entry Level or AQA unit awards 	<p>Students are:</p> <ul style="list-style-type: none"> • Developing their maths and English functional skills • Active citizens who are able to have role in their community • Safety aware • As independent as possible • Able to form positive relationships and communicate with peers • Well-prepared for their next stage of learning • Attaining some qualifications such as Entry Level or AQA unit awards 	<p>Students are:</p> <ul style="list-style-type: none"> • Developing aspirations for the future and know what steps they need to take to achieve their ambitions. • Active citizens and are given opportunities to take responsibility and leadership. • Independent. • Risk aware and know how to keep themselves safe in different environments. • Confident and have well-developed social skills. They know how to conduct themselves in a range of situations. • They are well-prepared for adulthood /next steps in learning and have knowledge & experience of college and employment. 	<p>Students are prepared for adulthood and become:</p> <ul style="list-style-type: none"> • Successful learners - who enjoy learning, make progress and achieve • Confident individuals - who are able to lead safe, healthy and fulfilled lives • Responsible citizens - who make a positive contribution to society and the school • Attain accreditation relating to life skills and independence • Students are role models for other students across the school • Students take part in appropriate work readiness activities • Students are aware of and ready for their next steps, such as: different college and educational provisions; social care and continuing care approaches such as supported living and/or respite

Qualifications

In KS4, pupils can access qualifications in the following areas (as appropriate to the learner):

GCSEs - English Language, Mathematics, Science (Synergy Double award), Art, History

Level 1 Maths Number and Measure

Step up to English (Gold and Silver) award

Functional Skills Level 1 and 2 in Maths and English

AQA Entry level Maths

AQA Science Entry Level – Single and Double Award

Sports Leaders Award in Community Sports Leadership

BTEC Home Cooking

BTEC Construction

BTEC Digital Media

Unit Award Scheme

In Post 16, pupils can access qualifications in the following areas (as appropriate to the learner):

GCSEs - English Language, Mathematics, Science (Synergy Double award), Art, History

Level 1 Maths Number and Measure

Step up to English (Gold and Silver) award

Functional Skills Level 1 and 2 in Maths and English

AQA Entry level Maths

OCR Entry Level 1,2,3 Life and Living Skills

BTEC Home Cooking

BTEC Construction

BTEC Digital Media

Sports Leaders Award in Community Sports Leadership

Unit Award Scheme

Our accreditation offer is updated on an annual basis to ensure it continues to meet the needs and aspirations of all our pupils.

All accreditation pathways and timescales are personalised to individual pupils to support their academic ability and learning needs.

Extra-Curricular activities

Extra-curricular activities are an important and exciting feature of Newman school life and contribute enormously to our pupils' social and academic development. There is an extensive menu of extra-curricular activities on offer including arts and sporting provision with opportunities to take part in workshops, off-site activities, residential trips and external visitors. Lunchtime clubs (such as games, karaoke, Lego, keep fit), theatre trips, visits to exhibitions and museums, plus excursions to local colleges and education providers, occur regularly and provide further opportunities for pupils to enrich and extend their learning beyond the classroom. We offer a wide range of actions and approaches tailored to the needs of individual students, outside of the academic offer, including: Horse Riding, Rebound Therapy, Lego Therapy, Sensory Circuits, Hydrotherapy, ELSA support sessions, Music Therapy, and many others which are continuously evaluated and reviewed in order to ensure the best offer and outcomes for all students.

