



# Curriculum Intent Policy



Our mission statement *'Learning to be the best that we can be by creating a positive, vibrant learning community where everyone is valued, challenged and inspired to achieve their unique potential'*, permeates every aspect of school life and influences all we do. All staff have aspirational expectations for all students and we are committed to educational stability.

The Fitzroy Academy, part of the New Reflexions family, creates a nurturing atmosphere where all children are known to everyone and know everyone. Every student 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.

### **School Aims**

- To facilitate a safe and secure learning environment, working with a range of professionals to support students academically, socially and emotionally by meeting them at their point of learning.
- To deliver our vision with a curriculum that builds on strengths/areas of interest and develops skills through exciting, challenging and meaningful learning experiences.
- To equip our students with the skills to communicate effectively with those around them.
- To personalise learning programmes and develop social and emotional skills, thereby improving well-being through a variety of learning experiences, enabling students to achieve academically, build positive relationships and grow in self-esteem.
- To provide our students learning opportunities which prepare them for a happy and meaningful life beyond school.

### **Our Curriculum Intent**

At the Fitzroy Academy, our students are identified as having moderate learning difficulties (MLD) or severe learning difficulties (SLD). Some also have specific learning difficulties or more complex needs including: Autism (ASC); Social, Emotional and Mental Health difficulties (SEMH) and may also have experienced inconsistent or disrupted schooling. For many reasons, including their individual learning needs, our students are unable to be supported in a mainstream setting.

The Fitzroy Academy offers an educational curriculum which is specifically tailored to the individual needs of the students we support. Our nurturing, safe environment offers a bespoke and personalised learning experience, that affords each student the opportunity to achieve academically, build positive relationships and reach their potential, regardless of their need and past experiences. All of our students have an Education, Health and Care Plan (EHCP). For our students, their stage of academic and social development upon entry to The Fitzroy Academy is below those expected of students of a similar age nationally, so our curriculum is personalised to the individual strengths, interests and needs of pupils. We assess our students' individual needs and give them the opportunity to access a curriculum that works for them and provides them with opportunities to develop knowledge and skills that will support them with life-long learning, transitions, life beyond school into adulthood, and independence. Our highly experienced teachers engage students through developing their interests and providing meaningful learning experiences. The curriculum is founded on the principle that our students have different needs and therefore require a different approach to the curriculum. We seek alternative approaches in order to engage young people who may have become disillusioned with a more 'conventional' approach to learning.

The curriculum aims to:

- Develop confidence
- Increase independence
- Promote social skills
- Teach appropriate behaviour

- Improve communication
- Maximise progress in all relevant areas for our students

Our curriculum ensures all students receive experiences and opportunities to develop their knowledge and acquire new skills in ways that ensure learning is relevant. The curriculum promotes students' holistic development through inclusion of functional and subject specific skills and knowledge in a range of practical contexts. Opportunities for sequences of repetition and practice and taking extra time to promote deep learning in a range of contexts, are essential to enable our students to extend and consolidate understanding over a longer time period which then facilitates greater fluency, independence, and maintenance as well as the transference of skills to varied contexts (generalisation skills).

Young people are taught in small classes with a maximum class size of four or five, with a class teacher and teaching assistants, either one to one or general. Our learners are sensitively supported (which may sometimes mean working in even smaller break-out groups or one to one) to ensure that they settle into the school routines quickly and that they feel safe and secure.

Our teachers have good knowledge of the National Curriculum and are competent in linking learning across the core and foundation subjects to enable them to teach in a creative and inspiring way. Practical lessons form part of our usual school provision. Our commitment is to provide an environment where each student is valued as an individual (as well as feeling part of our close-knit school team) where their talents and interests are identified, nurtured and developed.

Our students learn in different ways and as such we believe, it is important for our curriculum to engage students in a creative and experiential manner and that individuals should be challenged in a way that aims high and promotes the opportunity to demonstrate their understanding in different ways. We endeavour to ensure that our students develop the skills they need for a life-long learning journey through meaningful and fun activities including practical elements wherever possible. As well as focussing on our core vision whilst also incorporating key learning drivers of community, creativity and well-being. The curriculum is delivered through a topic-based approach, providing students with opportunities to make links between subject areas and consolidate learning in a range of activities.

Activities are planned at the beginning of each topic which engage the students and the learning. At the end of each topic there are opportunities for students to showcase their learning and for next steps to be identified. Learning within subjects may be linked to the project topic where possible and are adapted from the National Curriculum.

Our curriculum also includes a focus on developing and sustaining good physical and emotional wellbeing so learners are as healthy as possible to participate in school and beyond. Participation in practical-based, multi modal and multisensory experiences, helps them make meaningful connections with learning and the real world. It also enhances confidence, self-esteem and enables them to recognise, celebrate and feel pride in their achievements. In addition, we develop independence skills and resilience in readiness for further learning, employment or adulthood including the provision of accredited qualifications for students at KS4 and KS5. We have realistic, high ambitions for all our students.

Our curriculum for Key Stages 2&3 will be adapted from national curriculum subject content depending on the baseline assessments of the students. Through topics, learners will be taught the knowledge and skills they need to develop for future learning, work and adult life.

Our English curriculum for KS2 and KS3 learners is linked to our topic themes and supported by carefully chosen, high quality texts. Students are sensitively supported to develop and embed skills in reading, developing vocabulary, speaking confidently and listening carefully. Writing can be more difficult and challenging for our students. More reluctant writers will be supported to find the best alternative means of recording their ideas and responses. This may be through the use of technology, symbols or pictures, scribing and a variety of scaffolds while being

encouraged to develop their independent writing skills. Where appropriate, topic links are also made with Maths (we use the 'Hamilton' maths scheme) and opportunities are created for pupils to apply their computing skills and knowledge.

Our Key stage 4 curriculum aims to develop the skills needed for employment and develop life skills to live happily and confidently in the community. During Key Stage 3, the students will begin to be prepared for adulthood, by making healthy decisions about their own future, and enabling them to progress to the next stage in their education, training or employment. Preparing for Adulthood and discrete Careers sessions will continue into Key Stage 4 to ensure that students are well prepared for their transition into adulthood and lead successful lives.

Our Key stage 4 curriculum aims to develop the skills needed for employment and develop life skills to live happily and confidently in the community. At KS4 learners all students will follow programmes of study towards accredited functional skills qualifications in Maths, English and Digital Literacy, and additional opportunities to experience a programme designed to reflect their interests and needs and may choose vocational subjects such as Creative Arts, Catering, Animal Care and Horticulture. Students study Life Skills, which includes learning to live in the community, volunteering, Careers Education and Independent Living Skills as well as the continued promotion of physical, social and emotional wellbeing. Students may gain ASDAN accreditation through Personal Progress. Where appropriate, learners will have the opportunity to access work related learning experiences.

At KS5, students will remain at The Fitzroy Academy if it is deemed the most suitable environment to continue their education. The curriculum is based on the principals of the Department of Education's, "Preparing for Adulthood" programme. Our aim is to prepare our learners for adult life and to ensure they have the confidence, independence, knowledge and skills to move onto further education, training or employment. At KS5, the curriculum builds on the skills the students have already acquired during KS4. Students will develop functional Literacy and Numeracy and follow suitable ASDAN or EQUALS Moving On programmes to prepare them for the next stage of their lives and access to work related learning and work experience placements. Students can gain Functional Skills qualifications ranging from Entry Level to Level 2 in Maths, ICT and English and a range of ASDAN qualifications covering Employability, Personal Progress and Personal and Social Development.

Physical education is highly valued in its contribution to our students physical and emotional development and health and is delivered in a supportive environment that is tailored to the physical and emotional needs of our students. The physical education curriculum aims to increase self-confidence through an ability to manage themselves successfully in a variety of situations. Outdoor education an integral part of physical education across the Key Stages. The facilities on site include a gym hall as well as outdoor areas.

We are committed to making good use of the outside environment because we understand that 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'. We take our duty seriously to develop future citizens and we seek opportunities to develop environmentally aware young people through our approaches to the curriculum and in the careful selection and use of resources. All staff seek opportunities 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. We personalise this aspect of the curriculum to be mindful of individual difference and learners' own beliefs and interests. PSHE, SMSC and British Values are key themes which are firmly embedded across all aspects of school life. We are ideally situated to make very good use of the local and surrounding areas (e.g. visits to Shrewsbury Museum and Art Gallery, Shrewsbury Prison, Battlefield Falconry Centre, Shrewsbury Cathedral etc) and we use trips and memorable events to create concrete learning experiences that our learners can relate to during their classroom based lessons.

We value academic learning and developing functional learning for adult life in all its guises including the importance of developing learners' social and emotional skills which prepare them for further learning and functioning in the

wider community. 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 situations to think about better ways of managing in the future. Alongside this, we are committed to the development of the students' metacognitive skills, so they start to understand how they learn best and start to build on the skills needed to create resilient learners who can be more successful when faced with challenge. To help the students to reflect on their experiences, we build in sessions for them to talk through any worries or issues with their chosen member of staff. This is frequently completed through crafts or leisure activities where students feel relaxed and able to communicate their thoughts. Some students are also encouraged to use a mood board or the 5-point scale or similar, regularly through the day. Our home/school diaries shared with each young person's home (either care homes, foster placements or home) and sharing key new information with staff during the daily staff meeting prior to the start of the school day, means that we can be proactive, rather than reactive if we need to adjust the day in order for the young person to settle more quickly.

We value the importance of all our young people feeling safe and secure at school, as well as the importance of providing challenge, so all young people can achieve personal growth, as well as develop the skills of team work and tolerance that will ensure their success in later life. Opportunities to engage in indoor and outdoor activities as well as adventurous activities are incorporated into the academic curriculum for learners to develop their social and emotional skills including making and maintaining friendships and working alongside, and in collaboration with, peers.

### **Induction for new students**

The Fitzroy Academy welcomes young people who have varying educational needs: we embrace their uniqueness and the challenges they present and they are met with a nurturing and personalised response. The purpose of our bespoke induction programme is for the staff to find out as much as possible about a young person – their interests, what they can do, rather than what they can't, so that an individualised plan can be drawn up. Our aim is for all baseline tests and assessments to be carried out in the first four weeks or sooner. From the student's first visit to school, their entire programme is designed to respond to their individual requirements, with a clear understanding that those needs will develop and evolve as they settle in.

We are mindful that some students may have experienced adverse childhood experiences and our induction process can be modified/personalised, to meet the needs of each student. Learners may 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.

### **The Induction Process**

- Key staff meet with the young person – either on or off site depending on the young person's needs.
- The young person is given a personalised tour and, if appropriate, matched with a 'settling buddy'. A decision will be made with the team, young person and parents/carers as to when is the best time, the length of the visit and the plan for the visit.
- We will set up an individualised learning space if appropriate or necessary, based on the needs of the young person. This will be decided in collaboration of the young person and other professionals who may be involved.
- A reduced timetable will 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 will complete baseline assessments. As part of this we may use a range of assessments such as the Wide Range Skills Assessment (WRAT5 by Pearson) – which assesses word reading, spelling, maths computation, sentence comprehension and reading composition. We will also use the B Squared assessment framework to assess across all other curriculum areas.
- Sensory Profiles and Communication Profiles are completed with the young person and shared with key staff (these are completed by the therapy team)

- We complete a discrete, detailed phonics assessment and the results of this are used to formulate individualised phonics programmes where appropriate.
- In addition, where appropriate, we talk to the young person about what books they have previously read and books they enjoy reading.
- Information gathered will be shared with the team and an individualised learning plan (ILP) will be drawn up.

### The School day

The Fitzroy Academy operates a five-day teaching week. Curriculum planning for the academic year is based on the standard thirty-nine-week cycle and weekly timetable of 26.25 learning hours. The school adheres closely to the Shropshire Local Authority's school holidays with five Inset days across the year.

### The school day

9.30	Start time
9.30-9.50	Sensory Circuits/Preparation for Learning/PSHE (for some students)
9.50-10.20	Lesson 1
10.20-10.50	Lesson 2
10.50-11.10	Break
11.10-11.40	Lesson 3
11.40-12.10	Lesson 4
12.10-12.30	Reading/Story telling
12.30-1.30	Lunch
1.30-3.30	Lesson 5 – topic-based sessions

### Enrichment Activities

In addition to the subjects detailed above, the whole school takes part in trips, projects or other themed days throughout the academic year. These days are designed to complement the curriculum, provide opportunity to apply skills across subjects and to bring different groups of students together to work collaboratively. They also provide an opportunity for young people to take part in visits and trips and meet inspirational specialists who can provide specific knowledge and skills to help motivate and engage individuals. There is a SMSC calendar of awareness days and weeks which support enrichment activities.

### Overview of Standard Accreditation and Qualifications offered

Subject	Accreditation level Available		
	Qualifications below GCSE	Level One qualifications	Level Two Qualifications
English	✓	✓	✓
Maths	✓	✓	✓

Digital Literacy	✓	✓	✓
Food Technology	✓		
PSHE + Careers	✓	✓	
Art (through Arts Award)	✓	✓	
Duke of Edinburgh	Standalone qualification		

## Transition

At The Fitzroy Academy we understand that transitions need careful planning and are fully committed to ensuring that as we gather information when young people join our school we will provide as much information and detail as possible to support students' transitions to other settings when they move on. We have a comprehensive checklist to ensure that nothing is missed and where possible we will talk personally to key staff at the receiving provider. We believe that endings are important and our aim is to involve the young person as much as possible in this process and to ensure that their final day is marked in a mutually agreed and planned way.

## Information pertaining to individual subject aims and rationale

### English

#### Aims

- to enable learners to express themselves creatively and imaginatively.
- to enable learners to communicate effectively in spoken and written form relevant to their individual needs (including the use of sign language or AAC)
- to develop the skills that are needed to use reading, writing and communication as a life skill in a range of social situations and for future adult life.
- to provide an engaging curriculum that captivates the learners' interest.
- to encourage learners to apply their English skills across the other subjects in the curriculum.

#### Rationale

Language and communication skills are essential for *all* our learners and we recognise that the skills developed in English promote learning across the curriculum.

We teach students the skills they need to communicate in ways relevant to their individual needs, developing their skills in word recognition, reading, understanding and interpreting texts and listening and responding. We carefully select texts to link with our themes and to support us in delivering a broad, balanced and engaging English curriculum to students who are working below National Curriculum expectations. The curriculum is highly differentiated for each student with individualised targets based on the student's ability and from their starting point.

Phonics forms an important part of the literacy curriculum. The Fitzroy Academy uses Read Write Inc Phonics and Fresh Start. Student's phonics levels are monitored every term (where appropriate based on

developmental levels) to ensure progress in line with their EHCP targets is on track and that sessions are relevant and focused.

Students have a reading book and a reading diary which is completed by staff when they are heard reading. In addition to the reading carried out during Read Write Inc sessions, students are encouraged to read daily with a member of staff, and staff read daily to students to model and promote interest in reading. Students are encouraged to take home their reading books and parents/carers are asked to complete records each day. All reading is valued, encouraged and celebrated and we have a variety of initiatives to promote reading.

At the core of our English curriculum, is the opportunity for students to engage with high quality children's literature to serve as a stimulus for discussion, to develop a love of reading and provide inspiration for developing creativity and imagination in both verbal and written communication.

We enhance the curriculum through the use of visiting story tellers, poets and theatre groups and provide opportunities for pupils to visit theatres.

Key grammar, vocabulary and punctuation is also taught in context, as part of daily English lessons. Teachers use a range of resources based on individual student needs, to promote writing as a way of communicating knowledge and understanding and in sharing information and ideas.

## **Mathematics**

### **Aims**

- To engage and inspire all students so that they truly believe that they can succeed in Maths.
- To build confidence, resilience and a passion for Maths.
- For students to make links with their classroom learning and real life so that they appreciate the importance of Maths to them.
- Equip students with a secure foundation in Maths for future learning and life.
- To transform our students into adept mathematicians by ensuring lessons are fun, have practical elements and real-life application.
- To develop student confidence, perseverance and resilience.

### **Rationale**

Mathematical and numeracy skills are an essential part of learning offering all learners powerful ways of exploring, investigating and understanding the world around them. Maths promotes independence and decision making skills. Mathematics for students with learning difficulties can be a complex and challenging subject. Our Maths curriculum is based on our secure knowledge and understanding of each learner and their needs and presented through concrete multi-sensory experiences both within and outside the classroom. This might involve daily maths lessons following the National Curriculum (through the Hamilton scheme) or be part of a more discrete cross curricular approach to teaching and learning for pupils who have more complex difficulties. Each lesson provides students with the opportunity to develop their fluency, reasoning and problem-solving skills, where discussion and explanation of ideas are valued.

The students work through the same mathematical themes with teachers applying differentiation through depth rather than acceleration. Those students who grasp concepts quickly are offered greater challenge whilst those who are not sufficiently fluent are provided with additional support to consolidate their understanding before moving on. Students use a range of mathematical equipment and materials, make observations and measurements, developing confidence and accuracy. Students are able to present their ideas and responses using a variety of means from using symbols to indicate to a member of staff, using sticky symbols on prepared graphs or tables and explain what has happened by, for example, using concrete objects,



three-dimensional models, photographs, symbols, tallies, drawings, diagrams, graphs, tape recorders, videos and other forms of ICT.

We teach Maths skills through all learning situations that our students may encounter during the day. Many opportunities are made to ensure that the students use their skills in practical situations such as cooking, shopping and independent living skills.

## **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 recognise and use scientific vocabulary with increasing confidence.
- To encourage learners to question, explore, plan and carry out experiments.
- To develop independence and problem solving skills.

### **Rationale**

Science empowers students to explore the natural world through observation and experimentation. Students will explore ideas and theories developing their understanding of how the world works, testing and examining these hypotheses in the laboratory in the form of practical work or observing models to reveal concepts.

Science is taught through our carefully designed creative curriculum and covers most of the content of the national curriculum. The majority of lessons will have a practical element, which is often based in our fully equipped science laboratory. Students are taught how to observe, explore and ask questions about living things, materials and the world around them. Students will 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 will share their ideas and communicate them using common scientific language, drawings, pictures and photos, charts and tables. Students will continue to build on their scientific skills as they progress through the school, building up towards more independent exploration of scientific topics that are both age appropriate and academically differentiated to allow them to access these higher level topics.

## **Computing**

### **Aims**

- To be able to confidently use technology across a range of other subjects.
- To be able to function in today's technological society safely and competently.

### **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 pervades all aspects of the computing curriculum, our PSHE curriculum and through enrichment days at the school.

We also teach E-safety 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 regarding restricted access and this is reviewed and up-dated regularly as needed.

Our young people 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 students a variety of practical elements of computing to engage them and develop their motor skills, as well as computational thinking. This will be achieved in a range of ways such as the use of logic bots, BBC micro bits and coding programmes appropriate for the age range and ability like Scratch and Kodu. Students will be supported to access multiple devices to enrich their learning and access image editing, and eBook creation.

#### **ICT (Key Stage 4)**

Functional Skills Digital Literacy at The Fitzroy Academy is concerned with developing the ability of learners to apply and transfer computer skills in ways which are appropriate to their situation, with a focus on work-based environments. Embedded into our curriculum is an appreciation of the importance of ICT on a day-to-day basis, its power as a tool in a global society, the dangers posed by this broad connectivity, and the responsibility this brings to us as users.

The student's journey starts with learning safe and efficient use of ICT systems, which they will then have the opportunity to utilise in finding and selecting information from various sources, with a critical and evaluating mind-set. Our students will then have the opportunity to use this core knowledge to combine and present information using various packages used by businesses and individuals around the world. Students will be encouraged to practice these skills on regular occasions, with simulated work situations designed to encourage independent problem solving.

Successful students will be able to confidently use programmes commonly found in the work-place, such as: Word, Excel, Publisher, and PowerPoint. Furthermore, the individual will be able to present ICT based solutions to basic work based problems, with a keen eye for information validity and computer related privacy and safety concerns.

#### **Humanities**

Students will engage in topic based learning that aligns with our topic-based curriculum wherever possible to assist them to generalise their learning across a range of subjects and support their literacy skills through exposure to consistent vocabulary and concrete experiences. Learners study aspects of both Geography and History through topic work.

#### **Geography**

##### **Aims**

- To create opportunities for students to experience and develop an understanding of their local area, through field work projects, as well as promoting a fascination with the wider world and its diverse places and people.
- Promote curiosity in the differences between the country and the town and the diverse people and places in the wider world through globes and atlases and Virtual Reality Software and Google Earth.
- Equipping students to be able to ask questions and explore the planet they live on so that they can protect their planet.

##### **Rationale**

Geography enables students to explore the world around them and in doing so to reach a more informed view of their place in that world. It emphasises the interconnectedness and globalisation of the world we now live in and attempts to stay abreast of the rapid changes to our 'global village'.

At The Fitzroy Academy, Geography intends to develop students who can respect and celebrate difference because they understand the rich variety in the world.

Our outdoor provision also allows the students to immerse themselves in the local environment and experience different landscapes helping to develop their appreciation of the natural environment.

## **History**

### **Aims**

- For students to gain a sense of their own changing lives within their own memories.
- Ask questions about how people lived in the past and make comparisons between past and present day life.
- Develop some understanding of events and people of different times and places.

### **Rationale**

History has a significant role in the curriculum by not only developing an understanding of how the society we live in came to be, but providing a better knowledge of the world in which we live.

The History curriculum at The Fitzroy Academy aims to stimulate interest and curiosity by illuminating how Britain has both influenced and been influenced by the wider world.

Teachers carefully select topics within main themes to engage their learners, using a multi-sensory approach to gaining knowledge through exploring and handling artefacts, visiting museums, stories, books, photos and participation in practical crafts and activities linked to particular topics.

## **Art and Design**

### **Aims**

- To foster learners' curiosity and creativity.
- To experience working with a wide range of different mediums such as clay, plaster, print, fabric, paper, glue, pastels and paint.
- To learn about the work of specific artists.
- To explore 2D and 3D work.

### **Rationale**

We believe Art is a crucial subject which allows students to excel without any restrictions and gives them the opportunities to express themselves in any form. We strive to ensure that all students 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 students 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. Students will be exposed to artists from a range of cultures and will be encouraged to reflect on what they personally like or dislike and explain their reasoning.

### **PHSE (including Careers and Relationships and Sex Education)**

At The Fitzroy Academy we believe Personal Social and Health Education helps students to develop the knowledge and skills they need to adapt and thrive as individuals and members of society. PSHE supports students to take information from a range of subject disciplines to help find credible and useful connections, enabling the student to see, for example, how Science is linked to discussions on drugs and Mathematics to the cost of living. We also support students to develop an understanding of British Values.

#### **Aims**

- To provide all students with essential skills for life so that they have the knowledge, skills and attributes to protect and enhance their well-being.
- To equip students with the knowledge to help them to stay safe and healthy and know when and how to ask for help.
- To provide students with the tools to build and maintain successful relationships.
- To help young people to develop their own identity and self-esteem.
- To encourage them 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 young people 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**

Our curriculum follows the PSHE Association Planning Framework for SEND. This covers 6 areas:

- Self-Awareness
- Self-Care, Support and Safety
- Managing Feelings
- Changing and Growing
- Healthy Lifestyles
- The World I Live In

Topics within these themes are usually taught in units of 6 to 8 lessons and are arranged across key stages and each theme is built upon each year, according to learners' individual stages of understanding and development. This enables our students to recall and build upon previous learning and to develop a wide and rich understanding. Where appropriate PSHE is linked into the termly topic, as well as being further embedded through awareness days and weeks (for example, Anti-bullying Week, Healthy Eating Week).

The PSHE Association Planning Framework is available for Primary and Secondary Key stage 2-5, should this be appropriate for individual students.

Our PSHE programme supports our school ethos of prioritising physical and mental health and wellbeing, providing our young people with skills to evaluate and understand their own wellbeing needs, practice self-care and contribute positively to the wellbeing of those around them.

## **Careers**

Careers information, advice and guidance helps our students to develop the knowledge and skills necessary to prepare them for the constantly developing world of work; this is critical to successful progression pathways. Careers education also allows students to examine their strengths and weaknesses and explore soft and hard skills in the light of future career options.

Students access discrete Careers lessons from Key Stage 3 in order for them to:

- Understand their own strengths and areas for development
- Understand what work is and the skills needed to access it
- Understand the labour market and how choices now will affect the future
- Understand the skills and knowledge required to gain suitable employment, start a business or advance to further study

The Fitzroy Academy uses Talentino as a careers programme framework, which enables all students to access learning opportunities linked to careers and the world of work. Further opportunities to develop the key skills associated with careers are delivered through whole school mini-enterprise projects and employer visits (both on-site and off-site). An independent careers advisor is also in place to provide appropriate support for students with regards to their futures.

## **Physical Education**

### **Aims**

- To provide all students with positive, regular physical learning experiences in a supportive environment.
- To contribute positively to young people developing an active and healthy lifestyle.
- To develop resilience in an alternative setting to the classroom.
- To develop young peoples' individual skills so that they can successfully participate in a wide variety of games, sports and physical activities.
- To offer at least two hours per week of physical education with a balance of indoor, outdoor and specialist provision.
- To encourage and develop team work 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**

Physical education allows students to develop an understanding of their body, its strengths and limitations. Lessons are designed to engender a love of activity, which can be taken into adulthood with a view to nurturing lifelong health and fitness.

Through participation in individual sports, students experience the perseverance needed to build skill, with the aim of achieving their perfect performance. Games allow young people to explore teamwork and to experience the expectations of sportsmanship, alongside the emotional self-regulation required to cope with both winning and losing.

At The Fitzroy Academy, our physical education programme builds character and develops our students' social skills for adult life. It enables them to begin their journey of self-actualisation through building a view of both their physical strengths and weaknesses. It also allows them the opportunity to begin their journey by exploring activities and past times which may promote a happy, healthy, adulthood.

We adopt a skills approach to teaching PE, ensuring that our young people develop the necessary skills to become lifelong participators in physical activity. Younger learners 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, learners develop more sport specific-skills, such as chest/bounce passes in order to play netball.

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<i>Reviewed by</i>	<i>Head Teacher</i>