

## CURRICULUM POLICY

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### 1. CONTEXT

- 1.1. Cygnet hospital schools provide opportunities for young people who are admitted to our co-located Tier 4 Child and Adolescent Mental Health Services (CAMHS) to access high quality education. Admissions to our hospitals usually occur following a mental health crisis and, due to the emergency nature of this, are predominantly unplanned. It is also quite common for young people to have been placed outside of their home local authority area.
- 1.2. Young people are admitted as either informal patients or those requiring to be sectioned under the Mental Health Act, and the length of stay is dependent on the needs of the individual (admissions vary from as little as one day to up to 18 months). The range of need includes those young people who are still actively involved in education at school or college to those that have not attended education in any format for either a short or longer period of time. There is also a possibility that certain young people will be required to sit external examinations during their period of inpatient admission. Due to these factors, the curriculum has to be specifically tailored to meet this range of needs.
- 1.3. By the very nature of their mental health needs at the time of admission, young people accessing our services are highly vulnerable.

### 2. INTENT

- 2.1. Cygnet hospital schools aspire to maintain and develop current educational pathways and/or promote future re-engagement with education, employment or training. In doing so, we believe that young people leaving our provision will stand the best chance of reintegration with community life and therefore a successful recovery journey. In order to achieve this our curriculum aims to:

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- Provide a broad and balanced education, prioritising the core subjects where necessary.
- Meet individual needs through collaborative planning with the home school (if in place), parents, and the young person themselves.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Ensure the acquisition of skills in literacy, numeracy and ICT/computing for all young people.
- Reinforce the links between subjects so that learning connections are made across curriculum boundaries.
- Be aligned with the Cygnet values of care, respect, empowerment, trust and integrity.
- Be adaptable, according to current mental health presentation, in order to support well-being and wellness.
- Be complementary to, and consistent with, the hospital therapy programme.
- Promote British values and social, moral, and cultural development.

### **3. IMPLEMENTATION**

#### **Curriculum delivery models**

3.1. Cygnet hospital schools follow three curriculum delivery models:

#### **Curriculum Model A**

3.2. Our **primary** aim is to maintain and develop academic standards, enhancing and supporting current educational pathways and supporting National or Local accreditation streams.

3.3. The curriculum is shaped with each student's community education provider, so that they are able to continue on their current pathway. In doing so, we minimise disruption to learning and maximise opportunities for students to reintegrate successfully. This means that each student has a bespoke curriculum plan, personalised to the most relevant areas of study.

3.4. Where appropriate and whenever possible, students are taught in accordance with the national curriculum so they are well prepared to return to their community education provision. The national curriculum is available here <https://www.gov.uk/national-curriculum/overview>.

3.5. Should a young person be working at below grade 4 for English and Mathematics, all attempts to support improvements in this area will be offered.

*E.g. Mirroring courses and topics of study being taken at community school/college.*

#### **Curriculum Model B**

3.6. This model aims to engage young people with area of specific interest that may not be covered above but, due to their personal circumstances e.g. are NEET or disengaged due to their mental health presentation and/or behavioural mind-set, will benefit them in terms of engagement with academic work.

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3.7. To consider a personalised programme based on the subjects, skills and knowledge that expand on the personal interests, career aspirations of the learners. As a result of these programmes, students may achieve accredited certificates such as AQA unit awards, arts awards etc.

3.8. When teachers plan lessons for students following this pathway, they will ensure that literacy and numeracy skills are addressed wherever possible:

*E.g. accessing a programme geared to potential future aspirations, enquiry based learning.*

### **Curriculum Model C**

3.9. This model is aimed at young people who are acutely unwell. This model constitutes any educational activity that engages a young person in meaningful activities within school, with a primary focus on developing personal and social skills and mental health functioning in education. The intention would be for model C to be delivered throughout this period of presentation, with the subsequent aim of adopting model B or A.

*E.g. temporary programme of study that they will be enthused with e.g. sports, the arts, digital making.*

**Young People are able to move between the models dependent on their presentation and well-being.**

### **Curriculum time**

3.10. Students at Cygnet schools follow an equal program of schooling and therapy, due to the acute mental health presentation associated with inpatient admission to our services.

3.11. When a young person reaches a level of wellness to access a greater proportion of schooling, they will be supported to reintegrate with their community education setting, usually in a graded fashion.

3.12. If for any reason this is not possible, individuals programs will be reconsidered by the hospital school and multi-disciplinary team to ensure they are receiving the required level of schooling in order to achieve our curriculum aims.

### **Planning**

3.13. Headteachers will ensure that long term plans for every subject are available and suitable for the range of situations in which they may be required e.g. persistent or long term absences from education, no current education provider or long-term admissions.

3.14. Subject teachers will plan medium term in line with the normal care program approach (CPA) meeting cycle, as this will allow progress reports to be submitted alongside other hospital disciplines and for the contents to be discussed with each young person and their support network (including community education provider). As above, curriculum A is our priority unless a more appropriate alternative is required or presentation dictates movement between models.

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- 3.15. We have developed a range of schemes of work for each key stage and subject which teachers draw upon, as appropriate, to ensure learning is relevant and always pitched at the right level based on individual need. Specific content may be prioritised through discussions with the young person, the school/college, and/or the outcomes of subject pre-assessments.

### **Spiritual, moral, social and cultural development**

- 3.16. **Spiritual Development** - As a school we aim to provide learning opportunities that will enable students to:
- Sustain their self-esteem in their learning experience.
  - Develop their capacity for critical and independent thought.
  - Foster their emotional life and express their feelings
  - Experience moments of stillness and reflection.
  - Discuss their beliefs, feelings, values and responses to personal experiences.
  - Form and maintain worthwhile and satisfying relationships
  - Reflect on, consider and celebrate the wonders and mysteries of life.
- 3.17. **Moral Development** - As a school we aim to provide learning opportunities that will enable students to:
- Recognise the unique value of each individual.
  - Listen and respond appropriately to the views of others.
  - Gain the confidence to cope with setbacks and learn from mistakes.
  - Take initiative and act responsibly with consideration for others.
  - Distinguish between right and wrong.
  - Show respect for the environment.
  - Make informed and independent judgments.
- 3.18. **Social Development** - As a school we aim to promote opportunities that will enable students to:
- Develop an understanding of their individual and group identity.
  - Learn about service in the school and wider community.
- 3.19. **Cultural Development** - As a school we aim to promote opportunities that will enable students to:
- Recognise the value and richness of cultural diversity in Britain, and how this influences individuals and society.
  - Develop an understanding of their social and cultural environment.
  - Develop an understanding of Britain's local, national and global dimensions.

## **4. PURPOSE**

- 4.1. At Cygnet hospital schools we recognise that the personal development of students (spiritually, morally, socially and culturally) plays a significant part in their ability to learn and achieve. We understand that SMSC forms part of the foundations that support children's ongoing development and ability to learn.
- 4.2. We therefore aim to provide an education that provides students with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures.

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- 4.3. All National Curriculum subjects provide opportunities to promote students' spiritual, moral, social and cultural development. Within our school the integrity and spirituality of students from all faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.
- 4.4. All adults will model and promote expected behaviour, treating all people as unique and valuable individuals, and showing respect for students and their families.
- 4.5. The school community will be a place where students can find acceptance for themselves as unique individuals, and where the opportunity to start again is fundamental to the ethos of the school and is encouraged through the teaching of resilience.
- 4.6. students should learn to differentiate between right and wrong, in as far as their actions affect other people. They will be encouraged to value themselves and others. Students should understand the need for rules and the need to abide by rules for the good of everyone. School and classroom rules should reflect, reiterate, promote and reward acceptable behaviour and provide opportunities to celebrate students' work and achievements.

### **Promotion of British values**

#### **Rationale**

- 4.7. The DfE reinforced the need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."
- 4.8. The Prevent Strategy recognises the importance of schools in counter-terrorism activities. More recently, concerns about the inappropriate actions of some schools were highlighted in the Birmingham Trojan Horse case, where a number of OFSTED inspections revealed a failure to promote British values adequately in some schools, meaning that young people in them were vulnerable to radical and extremist ideas. Consequently, all schools need a clear statement of British values and how they are promoted through the school's curriculum.

#### **What is meant by "British Values"?**

- 4.9. We believe that the following list exemplifies some of the values held dear by British citizens:
  - Democracy
  - Respect of the rule of law
  - Appreciation of the rights of other citizens
  - Individual liberty
  - The promotion of opportunities for all
  - Support for those who cannot, by themselves, sustain a dignified lifestyle
  - Religious tolerance and respect for cultural diversity
  - Treating others with fairness
  - Participation in community life
  - The contribution to, as well as the benefit from, cultural and economic resources

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- 4.10. Although this list is not exhaustive, we believe it encapsulates the attitudes that Cygnet values and seeks to actively promote in our schools.
- 4.11. How do Cygnet Schools promote British Values?
- 4.12. The PSHE curriculum is designed to promote British Values. In addition, we promote British Values through many aspects of the school's work:
- Democracy** - Students are consulted on a wide range of issues and vote on decisions e.g. naming the schools, recruitment of new staff etc.
- 4.13. At daily morning meetings and weekly community meetings, every young person has a right to speak unchallenged.
- 4.14. **The rule of law** - At Cygnet schools we promote the importance of the rule of law. Students see that this is important through our day to day work. Accountability is stressed to all stakeholders including staff (teachers' standards and performance management), students ("non-negotiables" as set out in the school's behaviour policy) and the board.
- 4.15. Students have weekly access to a trained legal advocate.
- 4.16. **Individual liberty** - We educate and provide boundaries for students to make choices safely, through the provision of a safe environment. Students are actively encouraged to make appropriate choices.
- 4.17. **Mutual Respect** - Behaviour policies promote good behaviour and challenge poor behaviour, so that all students respect others and give them the opportunity to succeed. We take seriously our duty to prevent victimisation of any individual and we carefully analyse any incidents where racist, homophobic or sexist actions could hurt others.
- Tolerance of those of different faiths and beliefs** - Cygnet schools promote diversity. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school.

### 5. INCLUSION

- 5.1. Teachers set high expectations for all students. They will use academic information obtained from community education providers along with results of any additional assessments to set ambitious targets and plan challenging work for all groups, including:
- More able students
  - Students with low prior attainment
  - Students from disadvantaged backgrounds
  - Students with SEND (including severe and complex mental health conditions)
  - Students with English as an additional language (EAL)
- 5.2. Teachers will plan lessons so that students with SEND can meet individual curriculum requirements wherever possible, and ensure that there are no barriers to every pupil achieving. A national SEND case officer works with all Cygnet hospital schools to ensure that staff are adequately trained, are aware

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of specific support strategies, and can access additional specialist support if required.

- 5.3. A key consideration is to avoid mental health presentation being a barrier to accessing high quality education. The flexible nature of our curriculum model helps accommodate changeable mental health presentations so that staff can adapt their approach if required. Where necessary (and as far as practicable) our teachers also adapt lesson activities so that young people who are judged to be high risk can still participate.
- 5.4. Students are taught in small groups, and on an individual basis, depending on the needs of the students. This approach allows teachers to match curriculum based tasks to the ability and interest of individual students. Students are occasionally taught on a one-to-one basis on the wards because of their individual health needs.
- 5.5. Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.
- 5.6. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **6. ENRICHMENT**

- 6.1. Educational visits and/or in-school experiences may be included in the curriculum, where appropriate, to provide learning opportunities that are complementary to and extend beyond classroom based activities. They enable young people to:
  - Undergo experiences not available in the classroom
  - Learn from first hand experiences
  - Develop investigate skills
  - Gain confidence in travelling outside the Centre
  - Interact with the general public
  - Develop independence

### **7. MONITORING, EVALUATION, AND POLICY REVIEW**

- 7.1. Cygnet's national education board will co-ordinate the monitoring cycle. This will include:
  - Analysing progress data
  - Moderating assessment data
  - Observing lessons
  - Book scrutinies
  - Curriculum development and planning
  - Initiating training/workshop opportunities with specific focus
  - This policy will be reviewed by the board annually.