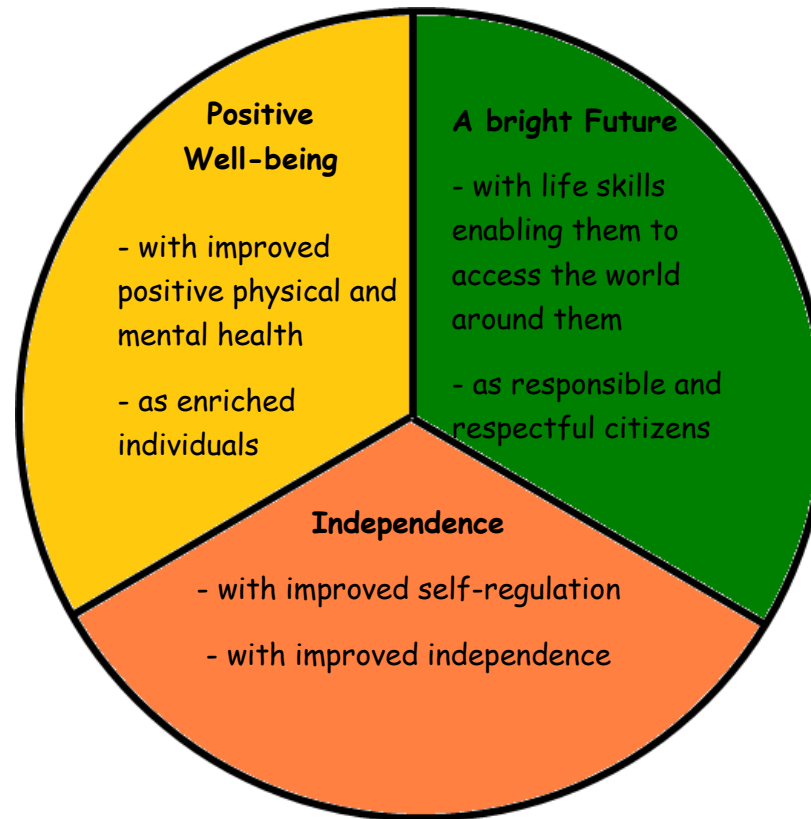


## Curriculum Intentions



When considering how to further our curriculum for 2023/24, we have utilised parent, staff and children's feedback alongside our experiences of our curriculum pre and post pandemic, taking into account successes of our recovery curriculum post-pandemic, as well as drawing on successes, and areas to work on from the previous two years.

The information below provides evidence of the changes we have implemented and justifications for doing so. We balance a nurture based curriculum with being aspirational with academic progress.

Key features of our curriculum in order to support our whole school intentions are:

### **Daily Nurture sessions for all groups.**

We continue to offer daily Nurture sessions to ALL children. This was previously only offered to our youngest pupils, but we recognised the value and positive impact in every class in an SEMH school accessing these sessions. The sessions are planned taking into consideration outcomes in pupils' EHC plans, focusing on their Social and Emotional areas for development and from Boxall profile target areas of deficit. We are looking to increase the number of educational visits and reward trips, as well as sporting opportunities, as part of our offer.

### **Personalised English, Maths and Phonics sessions.**

For several years we have provided personalised learning groups for English and progress data for pupils, particularly for our emerging readers who are learning phonics, has demonstrated the benefit of this. We are introducing the Read Write Inc. Literacy and Language scheme of learning, with personalised groups based on Reading Attainment.

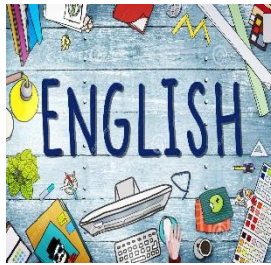
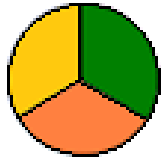
We adopted this approach for Maths from 2021/22 as we identified that pupil progress for Maths was less than in English. End of year data has shown that this has had a positive impact on increased maths progress.

We have now taken the bold step of introducing personalised learning groups for phonics. Children will practice phonics for 20 minutes per day within their group, following either the Read Write Inc. Phonics, or Read Write Inc. Spelling scheme, with all children following the same learning journey relevant to attainment.

### **Physically active timetables.**

All pupils (and in particular pupils with SEMH) need opportunities to be active, and evidence is clear that pupils who are physically healthier are likely to be mentally healthier. All of our timetables have increased opportunities for pupils to be physically active, via scheduled PE lessons, Nurture sessions, break times, be active and sensory breaks. We are aiming to include more children in sporting opportunities, with the aim of all children accessing by increasing the number of opportunities, in and out of school and linking in with more mainstream and special schools.

## English



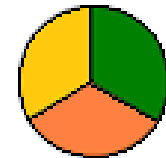
At Cicely Haughton we aim to provide a broad and dynamic curriculum, which focuses on the skills that students need to master in order to achieve their potential in English. All staff strive for excellence in all areas of communication, preparing children with transferable skills essential for success both at school and in life. We are proud to facilitate positive outcomes and promote high levels of literacy for all learners. The school delivers RWI phonics schemes for children who require the intensive phonics scheme and continues the phonics-based approach within the RWI spelling scheme and Fresh start for those children who join us with gaps in their phonics knowledge.

The school uses wordsmith to provide the latest text and interactive resources to encourage participation and enjoyment of English across the school. Regular thematic writing weeks immerse children into a range of texts and encourage a love of reading. A recent purchase of Big Cat texts has also provided banded, modern and motivational texts for all of our children regardless of their reading ability.

English lessons are undertaken first thing in the morning when our children are at the most alert and motivated and enthused to learn. Regular RWI phonics screens of the children allows groups to be streamed regularly providing appropriate level of challenge for all children.

## Maths

At Cicely Haughton we share the belief that Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically and a sense of enjoyment and curiosity about the subject. The subject of Maths at Cicely Haughton School helps children's progress by encouraging a 'mastery' approach, using a scheme of work called Power Maths. The philosophy behind Power Maths is that being successful in maths is not just about rote-learning, but is instead about problem solving, thinking and discussing allowing children to gain a deeper understanding, leading to increased self-confidence. Children will be encouraged to take part in tasks and not to be afraid to make mistakes, that 'Mistakes are proof that you are trying'. Lessons are reward based, rewarding resilience and self-regulation and pitched at the correct level to allow progress and growth and this will be celebrated. At Cicely we promote the 'journey to get there' just as much as the final result. Maths lessons follow the ethos of the school and give children the opportunity to take part in lessons from a level footing, with an opportunity to thrive, focusing on what they can do and celebrating independence.



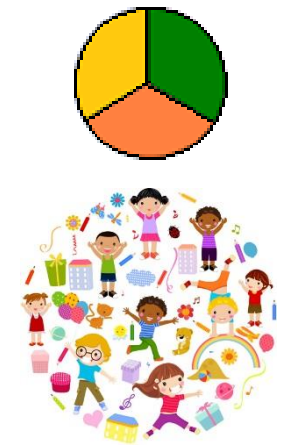
## PSHE



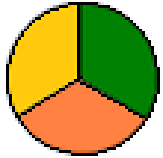
The aim of the PSHE curriculum at Cicely Haughton is to teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other adults and children. It is to promote the spiritual, moral, cultural, mental and physical development of all pupils. It teaches children to RESPECT and value themselves and others. It is to prepare pupils for the opportunities, responsibilities and experiences of later life, allowing pupils to acknowledge and appreciate difference and diversity. It is to teach pupils how to make informed choices and be positive and active members of a democratic society. It teaches pupils to understand what constitutes a safe and healthy lifestyle and provide a framework in which sensitive discussions can take place. It promotes safety in forming and maintaining relationships and provides pupils with a toolkit for understanding and managing their emotions. It aims to provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others and helps pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online. It prepares pupils for puberty, and gives them an understanding of sexual development and the importance of health and hygiene. It aims to help pupils develop feelings of self-respect, confidence and empathy and create a positive culture around issues of sexuality and relationships. It also teaches pupils the correct vocabulary to describe themselves and their bodies.

## Nurture

The aim of the nurture curriculum at Cicely Haughton School is to provide children with opportunities to build self-esteem and to value their achievements so that they are confident to try new activities and initiate ideas. Nurture sessions are carefully planned using the children's Boxall Profile targets and directly linking to the children's individual Social and Emotional areas of development from their Educational Health Care Plans. Through a nurturing curriculum staff model positive relationships and provide children with a secure and predictable environment where they can learn and play together in an environment where they can trust adults to be kind, helpful and concerned about their well-being. Skills that the children learn during the Nurture sessions such as accepting failure, participating with others, engaging in conversations, building trust with adults and peers and being able to ask for help, directly support the children during their academic learning.



## Science



The aim of the Science curriculum at Cicely Haughton School is to develop in all young people a lifelong curiosity and interest in the sciences. We intend for children to have the opportunity, wherever possible, to learn through varied systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. In Science, progress is measured through a child's ability to know more, remember more and explain more. Children who feel confident in their science knowledge and enquiry skills will be excited about science, show that they are actively curious to learn more and will see the relevance of what they learn in science lessons to real-life situations and also the importance of science in the real world.

## Art



At CHS we offer a structure and sequence of lessons that help ensure children have covered the skills required to meet the aims of the national curriculum. The intent is to ensure all children produce creative, imaginative work. Children have the opportunity to explore their ideas and record their experiences, as well as exploring the work of others and evaluate different creative ideas. Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children will also develop their knowledge of famous artists, designers and craft makers. Children will also develop their interest and curiosity about art and design through a series of lessons offering skills progression knowledge progression (being able to know more, remember more and do more), and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development. At CHS children benefit from purposeful, deliberate practice of techniques that help children reach the level of motor automaticity they need.

## Physical Education

At Cicely Houghton we believe that both physical and mental health are both equally important to achieve healthy, active lifestyle habits. The P.E curriculum provides a well-rounded, balanced curriculum that supports the progress of the whole child. At CHS we intend to provide children opportunities to work through the 3 pillars of PE (Fundamental Movement Skills, Healthy Participation and Fair play - Rules.)

	<h3 style="text-align: center;">Fundamental Movement Skills Performance</h3>	<p><b>Performance</b> means the action or process of performing a task or function. At CHS we start to look at how children perform naturally occurring fine and gross motor skills (<b>Motor Competence</b>.) This leads to <b>Fundamental movement skills</b> that are the various gross motor skills such as running, jumping, balancing, throwing, catching, kicking etc. These skills are the basis for all physical activity that we do in sports, dance, gymnastics and other physical activities. It is important that these skills are learnt so that children feel confident in accessing all forms of sport and exercise.</p> <p>Can children go <b>beyond Fundamental movement skills</b> and apply those skills across a range of sports and activities with greater control and fluency .</p>
	<h3 style="text-align: center;">Healthy Participation – Mind-set and Respect</h3>	<p><b>Mind-set</b> – looks at pupils’ mental outlook and how it helps or hinders their performance in competition. At CHS, this can be a hurdle for many pupils that hinders their development. Lots of work goes into developing this, through a nurturing ethos, lots of encouragement and praise, where children show they are engaged and determined. If they can begin to show a persistent and resilient mind-set, they will be able to apply this to the sporting arena and beyond.</p> <p><b>Respect</b> is showing due regard for the feelings, wishes, or rights of others. Pupils should show respect for themselves, each other and adults and demonstrate this in the activities they are part of. It is our intention that pupils leave CHS as respectful and responsible Citizens through improved physical and mental health.</p>
	<h3 style="text-align: center;">Fair play - Rules</h3>	<p><b>Fair Play</b> means respect for the rules or equal treatment of all concerned. Pupils should develop this respect for themselves and others when working together to perform a task. Thus, showing teamwork skills and then applying them to a sporting context. At CHS, much emphasis is placed on this, encouraging pupils to uphold respect and fairness. Some may even display etiquette, taking an active approach to these values, rather than just avoiding breaking the rules.</p>

We aim to ensure ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.



## Religious Education



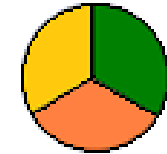
Our Religious Education (RE) lessons are intended to offer a curriculum, to allow for coverage of the areas prescribed by the current Staffordshire Agreed Syllabus, after conferencing with an Associate Consultant to Staffordshire Standing Advisory Council on Religious Education (SACRE). Our curriculum explores Christianity and Islam, their community and personal development and wellbeing, through Quality First Teaching, by visiting places of worship and conferencing with religious leaders. The RE lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each Twinkl Scheme of Work, children will know about and understand Christianity and Islam et al. They will be able to identify, investigate and respond to a variety of issues. Spiritual, Moral, Social and Cultural Development; personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in Religious Education to their own experiences. The intent is to make sure that children understand the relevance of Religious Education in today's modern world and how it affects our lives.

## Computing

At Manor Hall Academy, we understand the immense value that technology plays not only in supporting the Computing and whole school curriculum but overall in the day-to-day life of our school. Our aims are to fulfil the requirements of the National Curriculum for Computing whilst also providing enhanced collaborative learning opportunities, engagement in rich content and supporting pupil's conceptual understanding of new concepts which support the needs of all our pupils.

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content." National Curriculum

Our Computing curriculum aims to develop the heart and mind of every child. Computing teaching has links with mathematics, science and design and technology and our aim is to provide a broad and balanced curriculum whilst ensuring that pupils become digitally literate and digitally resilient. Technology is ever evolving, and we aim to develop pupils who can use and express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.



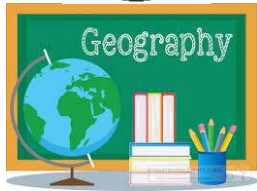
## Design and Technology

At Cicely Haughton Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils can make products that solve real and relevant problems within a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative and enterprising individuals.

As part of their work with food pupils will learn how to prepare healthy and balanced dishes and will be instilled with a love for cooking. Learning how to cook is a crucial life skill enabling them to feed themselves and others, affordably and well, now and later in life.



## Geography



The intention of the Geography Curriculum at Cicely Haughton School is to inspire children's curiosity and interest to explore the world that we live in and its people, which aims to ignite a love of learning. We intend to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen the understanding of the Earth's human and physical forms and processes. Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater understanding and knowledge of the world and their place in it.

## History

At Cicely Haughton School, our History curriculum endeavours to engage and excite children's curiosity and supports the development of key historical knowledge, skills and concepts through the study of British and local history and other significant time periods and societies. In understanding periods, events and people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it. History on a world scale as well as on a personal scale will build awareness of children's own heritage and enable them to be aspirational about the role they can play in the future. At Cicely Haughton we are ambitious in our coverage of History and sequential teaching of core skills and concepts; motivating through exciting learning, trips and visitors that give all children an opportunity to explore and question the past.





## Music



Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. At Cicely we believe that music plays an integral role in helping children to feel part of the school community, therefore we try to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres. The aims of our Music curriculum are to develop pupils who: Enjoy and have an appreciation for music. Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions. Can sing and use their voices to create different effects. Create and compose music, both on their own and with others. Use a range of musical language. Make judgements and express personal preferences about the quality and style of music. Take part in performances with an awareness of audience.