

| Version | Date | Updated by |
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| 1.0 | 5-09-23 | Cate Tumman |
| 1.1 | | |

“Educating the mind without educating the heart is no education at all” - Aristotle

Curriculum Policy

Vision – To provide a creative, therapeutic, individualised approach to learning, centered around well-being and skills for independence.

This vision is reinforced by our commitment to, and passionate belief that through, building trust and rebuilding confidence, every young person can engage with life and learning to reach their potential.

Aims – To help students to overcome their individual challenges and barriers to learning and achieve personal and academic growth.

This means that from the time a student arrives, we carefully support them regain a trust in educational adults and to navigate the barriers to education and allow them to identify a long-term goal for themselves, and we then build a curriculum together, that ensures that they are well prepared to achieve, and succeed in reaching this goal.

Creative Curriculum—Our Curriculum is creative because it is inventive and personalised to our students. Our project and topic-based design seeks to foster the imagination of the students and to create circumstances where their curiosity and resourcefulness are uncovered through enquiry and engagement.

Learning in the outdoors is a key principle to the delivery of the Silver Linings school curriculum allowing significant contributions to removing barriers to learning and improving health and wellbeing (see appendix 1).

Students work individually or in small groups to accomplish a project from idea through to actualisation, and so learning at Silver Linings School looks and feels very different.

We have high aspirations and encourage our school community to grow and develop their mind-set and we provide therapeutic and academic support for those who are struggling to thrive, in order that they develop resilience, rebuild trust, and re-engage with their education.

A Therapeutic Approach centered around Well-being and belonging- We embed therapeutic practices and experiences throughout our curriculum to engender prosocial feelings and to ensure all students have their

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physiological, safety, love, belonging, and esteem needs met so that they can utilise their strengths through self-actualization (Maslow’s Hierarchy of needs). We see relationships as the core focus of all education, with kindness, compassion and empathy being at the heart of these relationships. We use the principles of PACE approach (Dan Hughes) and seek to work in partnership with our students to understand potential barriers, support engagement and develop self-belief. As a result of this approach we ensure both personal and collaborative progress and achievement.

Skills for Independence - We seek to develop in each student a sense of achievement, encouraging high expectations and a strong sense of self-worth and self-esteem within a happy, secure, and safe framework that actively promotes collaboration, mutual respect, and responsibility. We encourage personal target setting and regular self-reflection and we teach metacognition and learning behaviours to support each student’s personal educational journey. Our curriculum is designed to ensure that individual students are as active as possible in their own learning and that they become curious about the world around them. We know that motivation grows from experiences, from interaction and the environment and we seek to ensure there is true relevance and context to all learning.

Curriculum delivery – All topic based curriculum, including core curriculum, is taught in a creative/discreet way (see appendix 2).

Measuring Our Curriculum Impact

We measure the success of our curriculum intent and implementation through the following:

- Attendance
- Engagement
- Student voice
- Formative and summative assessment of progress
- Emotional assessments
- Physical evidence of learning taking place
- Parent/carer feedback
- Attainment and outcomes
- Appropriate and sustained pathways for students leaving school

Appendix 1

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Benefits of Outdoor Learning:

- Outdoor Learning helps to ensure that children are successful learners enabling children to develop knowledge and skills in ways that add value to their everyday learning experiences.
- Outdoor Learning enables children to be confident individuals and impacts positively upon young children’s attitudes, beliefs and self-perceptions.
- Outdoor Learning contributes towards creating independent learners with high self-esteem and self-sufficiency.
- Outdoor Learning can have a positive impact upon children’s behaviour.
- Outdoor Learning contributes towards the promotion and children’s understanding of the importance of developing a healthy active lifestyle.
- Outdoor Learning has a positive impact upon children’s personal and social development. It promotes good communication and teamwork, enabling learners to develop essential skills for participating confidently in everyday life.
- By developing knowledge of and ways to work harmoniously with nature Outdoor Learning can renew children’s pride and create a sense of belonging and responsibility.
- Outdoor Learning raises learners’ self-esteem and promotes and strengthens communication skills and teamwork.

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Appendix 2

| Curriculum subjects | Values Curriculum & PHSCE | Learning in the outdoors | Health & Wellbeing | Enriching Experiences |
|--|---|--|---|--|
| <p>-Daily English or guided reading (inc speaking & listening)</p> <p>-Targeted mathematics lessons.</p> <p>-Weekly discreet teaching of the following subjects: PSHCE, Science, Humanities, creative skills.</p> <p>-PE sessions.</p> | <p>-Weekly positive acknowledgements</p> <p>-Weekly PSHCE lessons</p> <p>-AQA certificates</p> <p>-Workshops and theme days help to develop pupils socially, morally, culturally and spiritually.</p> | <p>Range of outdoor learning activities e.g. den building, nature rubbing, rainbow treasure hunt, wood cookies and twig rattles.</p> | <p>Healthy living, eating and choices include:</p> <p>-Twice daily exercise</p> <p>-A range of sports</p> <p>-Daily mindfulness and relaxation</p> <p>-Fresh and healthy breakfast, snacks and lunches</p> <p>-Keyworkers</p> | <p>Enrichment includes:</p> <p>-Regular visitors and trips to develop Cultural Capital.</p> <p>-Reward trips.</p> <p>-A range of activities such as sports, baking, computers, arts and crafts, board games and music.</p> |
| | | <p>Integrated Therapy</p> | <p>-All sessions delivered using principle of PACE and DDP</p> <p>-Regular support from linked child psychotherapist.</p> | |
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