

Liberty Academy Trust

Curriculum Policy

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Liberty Purpose, Vision and Values

Underwritten through the Articles of Association, our core purpose is to “*advance education for the public benefit*” and we do this through our vision and values statement aim **to create a world that works for autistic children and young people through our core values of: courage; determination; and teamwork.** These values are applicable to staff and pupils alike.

At a pupil level, the values illustrate the high expectations we have:

Courage

We are willing to try new things and work to the best of our ability – even when things are difficult.

#ChallengeWelcome

Determination

We never give up and are always ready.

#NeverGiveUp

Teamwork

We work with others to share ideas, offer support and provide solutions to problems.

#BetterTogether

Our strategic foundations underpin everything we do; they drive improvement towards excellence and inform performance management and target setting:

- Leading through accountability and moral responsibility;
- Driving excellence in education for autistic children and young people; and
- Supporting resilience and well-being.

The infographic is titled "LIBERTY KEY PERFORMANCE INDICATORS 2022-25" and features the Liberty Academy Trust logo. It outlines the core purpose and three strategic pillars, each with specific KPIs.

LIBERTY KEY PERFORMANCE INDICATORS 2022-25

Core Purpose: To advance education for the public benefit.

Leading through accountability and moral responsibility	Driving excellence in education for autistic children and young people	Supporting resilience and wellbeing
KPIs <ul style="list-style-type: none">• Financial accountability as per ESFA targets• Appraisal system consistent at all levels of the organisation and leads to high expectations and performance• The Trust provides support and guidance to special and mainstream schools alike, to enhance the experience for autistic children and young people• The Trust acts as a system leader to influence the sector for good and contributes positively for the public benefit• Trust governance is seen as a strength within the sector	KPIs <ul style="list-style-type: none">• All schools are good or better by Ofsted• Attendance is higher than national special schools and moving towards the national for 'all'• Safeguarding is recognised as leading practice• Autism Lead Practitioners act as pedagogy experts to accelerate learning in all Key Stages and Phases• The Quality of Life Framework is recognised as a key driver of excellence	KPIs <ul style="list-style-type: none">• Targeted early support is available and accessed by all who need it• Staff turnover is low and opportunities for career progression within the Trust is strong• Staff absence is low• Pupil, staff and family voice actively drives improvements, which are quantifiable• The Trust is active in the development of flexible working and learning opportunities that get the best out of individuals

Vision Statement: To create a world that works for autistic children and young people through: courage; determination; and teamwork

What do we mean by Knowledge?

The *Theory of Knowledge*, or epistemology, has been of deep philosophical interest for centuries, with philosophers such as Aristotle; Descartes; Kant; and Locke, exploring what we mean by knowledge, how we can achieve certainty in what we know, and how we can move from a state of personal opinion to a confirmation of fact.

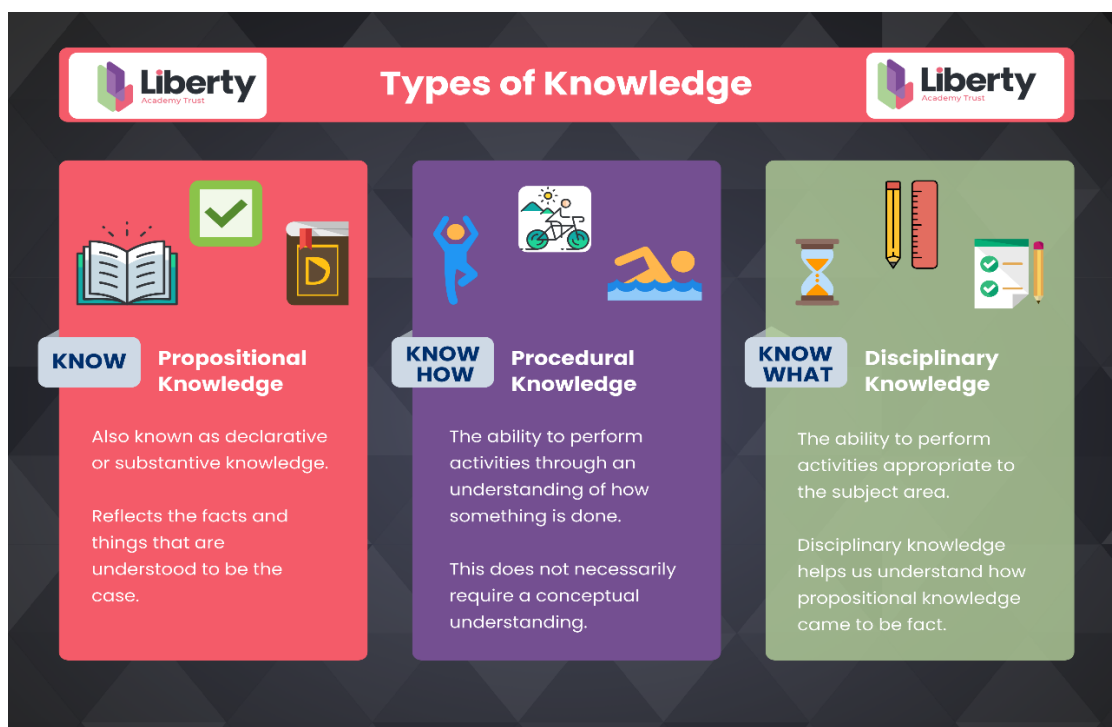
From an educational perspective, knowledge is understood to be the process and outcome of *coming to know* and can be derived from propositional, procedural, public and personal knowledge. We assert that the development and deepening of knowledge to be the central tenet of education.

We largely accept *facts* to be an example of learnable knowledge, in that they can be proven to be objectively true. We call this substantive or propositional knowledge and knowledge of this nature is of a '*knowing that...*' factive construction.

In addition, particularly in the practical application of knowledge, we accept the need for disciplinary knowledge – that which pertains to a specific area. Such that the disciplinary knowledge of a geographer would require knowledge of how to read maps, or the disciplinary knowledge of a scientist would require knowledge of how to hypothesise and analyse questions and experiments.

However, we also develop in our pupils the ability to apply procedural knowledge which allows for activities to be performed. This does not necessarily require any conceptual understanding and is often referred to as 'skills'.

In summary then, there are three main areas of knowledge that we seek to develop in our pupils:



The Importance of the Curriculum

In the pursuit of knowledge, as the core purpose of education, the curriculum on offer to all pupils is of central importance. However, there is often much misunderstanding as to what the curriculum actually is.

To be clear, it is not a scheme of work, it is not a series of learning objectives, and it is not assessment objectives – all of these things *contribute* to the delivery and impact, but the curriculum is the over-arching structure and content of learning over a significant period of time, which reflects that which we think is essential for our pupils to learn and know as they progress through school. A ‘good’ education is one whereby all pupils can develop and grow in their knowledge and understanding, so that they become learned and valuable members of society. (Crossley and Hewitt, 2021, p. 35)

Traditional curriculum models do not always consider how learners with additional needs will access the full content, sometimes leading to a reduced offer lacking the depth and breadth required. For Gary Mesibov, there are two aspects to entitlement: first there is the individual, who has an entitlement to a broad, balanced and meaningful education; second, there is autism, and the consequent brain differences and individual learning needs. (2016, p. 14) Debra Kidd suggests that the curriculum acts as a vehicle for building what it is children need to know, but also as a tool with which they can better shape their school experience, their relationships with others and the future world they will inhabit. (2020, p. 6)

Pupils attend school for a short period of their lives and there is an enormous amount of knowledge that can be taught and learnt; the curriculum is therefore what you as an educated individual and teacher or senior leader have identified as the essential foundations that will well equip the pupils in your class and school for learning within and beyond the classroom.

To articulate this well necessarily requires you to explain the rationale for your choice and the reasons you have structured or sequenced the learning in the way you have. The knowledge we want them to leave with must be constructed over time, with strands, components, and progressions, with exercises to build ability, and developing knowledge that can be successively built on throughout the journey. Curriculum, then, is knowledge structure over time. (Christine Counsell in Ashbee, 2022, p.14)

As Ruth Ashee asserts, any meaningful work on curriculum must necessarily have subject specialism at its heart (2021, p.3) and so it is important for every school to have subject experts who can drive on-going conversations over time, for knowledge is not fixed and the same is true of curriculum. (Ibid, p.13)

When thinking about curriculum planning for all learners, including those who are autistic, it is therefore helpful to ‘start at the end and work backwards’. In other words, what do our pupils need to know that will support learning through life and how do we ensure we cover all that essential knowledge throughout the months and years they are under our tutorage? What knowledge do they need and how

will we sequence this to ensure that they are able to access, engage and retain that which is imparted; and how do these link to the wider goals of education and learning for life?

Ultimately, choices that are made around curriculum development have the power to engage and include or disengage and exclude. (Crossley and Hewitt, 2021, p. 33)

The infographic below offers a stimulus for discussion to support whole-school or departmental / phase-specific thinking about the knowledge our learners need to know for a topic, a module or subject area and what it is we *want* them to know. It requires a consideration of where the opportunities for explicit teaching of vocabulary are and therefore prompts further consideration of how language acquisition and development feature in the particular areas of the module or the session, as well as identifying what progress looks like - in other words what does success look like – what are the assessment objectives – what do we expect to see by the end?

The planning tool can be used to illustrate the reasonable adjustments being made without ‘dumbing down’ the curriculum because we should have the same high expectations for all learners, unless they have specific cognitive difficulties.

SEND Curriculum Planning Prompt

This tool is meant to support Curriculum Leaders in ensuring that learners with SEND are considered at the planning stage, so that they are able to access the learning and achieve success in terms of what they know and how this increases over time.

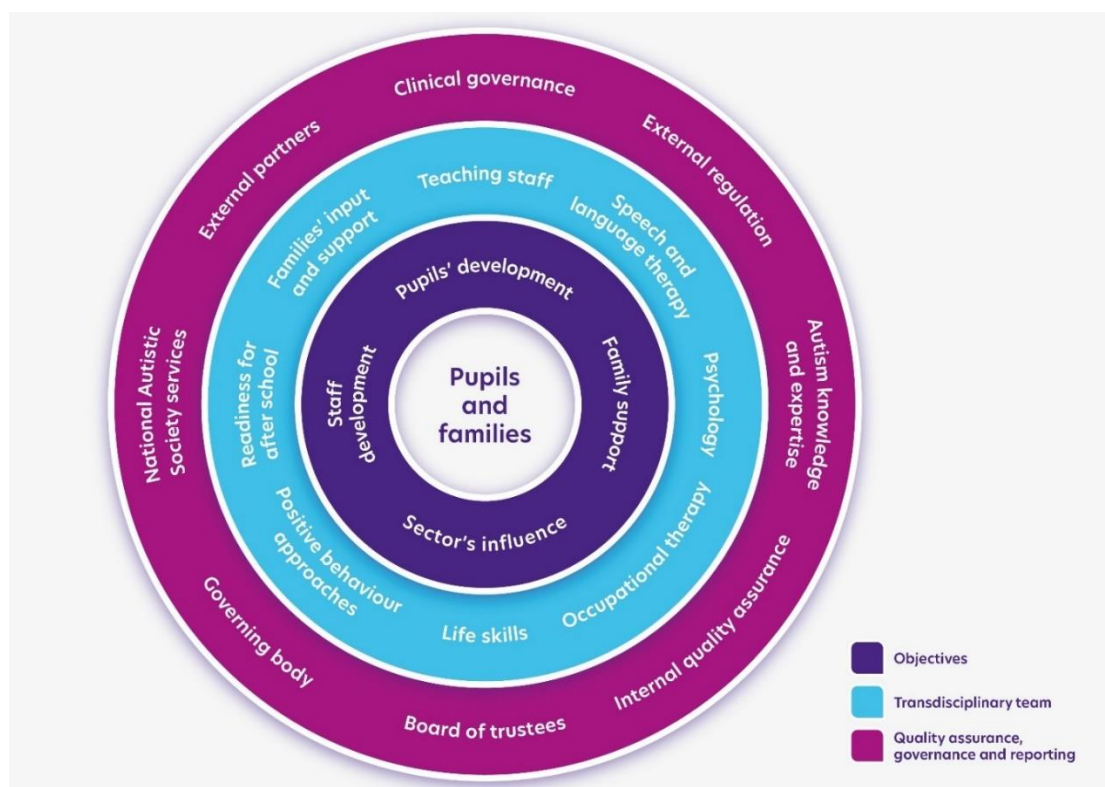
Liberty Academy Trust

What knowledge do learners need to know?	Where is vocabulary and language explicitly taught?	What does Progression Look Like?
<div></div>	<div></div>	<div></div>
Strategies to support SEND Learners Included	Strategies to support SEND Learners Included	Strategies to support SEND Learners Included
<ul style="list-style-type: none"><input type="checkbox"/> Key Word map / vocab prompt<input type="checkbox"/> Checklist of learning steps<input type="checkbox"/> Practical demonstration<input type="checkbox"/> Visual aid<input type="checkbox"/> Countdown timer on board	<ul style="list-style-type: none"><input type="checkbox"/> Praise and encouragement<input type="checkbox"/> Repetition of key learning points<input type="checkbox"/> Clear language - no sarcasm<input type="checkbox"/> Say student name for attention<input type="checkbox"/> Enable subtitles on videos	<ul style="list-style-type: none"><input type="checkbox"/> Memory activities (mnemonics)<input type="checkbox"/> Waiting / processing time<input type="checkbox"/> Uncluttered worksheets<input type="checkbox"/> Advance warning of questions<input type="checkbox"/> Clear demonstration of WAGOLL

The Aim of the Liberty Curriculum

Research suggests that autistic individuals are more at risk of a lower quality of life, may find it more challenging to make friends and more challenging to live independently. (Heijst and Geurts, 2015; Mason et al, 2018; Ayres et al, 2018; NAS, 2019) The most recent data from the Office of National Statistics (February 2022) reports that only 29% of autistic adults are in any kind of employment. It is therefore essential that the Liberty curriculum works to address these statistics.

Our curriculum aim is underpinned by the Quality of Life (QoL) framework, developed by educators at Swalcliffe Park School and supported by the National Autistic Society. The QoL framework is a strengths-based model, designed to support the positive development of the *whole child*; it reflects the commitment of every school and colleague to supporting every pupil's academic and wider needs, recognising that co-production of goals and measures of success, with families, is central to all we do.



Reproduced with kind permission by the National Autistic Society (2022)

The framework illustrates how inter-connecting elements contribute to the development of the individual and in our commitment to this framework, we expect all Liberty schools to take an evidence-informed approach which includes all key partners, so that the educational experience of every pupil is shaped by a clear understanding of their individual needs.

The Quality of Life framework is a strengths-based affirmative model, which seeks to unpick and understand:

- What makes the pupil happy and what are their aspirations?

- What are the skills they need to be independent adults of the future?
- How do we prepare them well for that future?

Informed by research undertaken by Schalock et al (2010; 2020), the QoL framework acts as a model for strategic transformational change, which supports those with an intellectual or developmental disability, in particular. It identifies eight QoL domains which are categorised into three sub-sections:

- Independence;
- Social Participation; and
- Wellbeing.

An operational model of the QoL framework proposes eight core domains that should be developed and measured as indicators of success for the individual. Each of the QoL domains are interlinked as indicators and variables which have the power to influence an individual's quality of life, with evidence gathered through self-report and external observation (this could be by a care-giver / professional / other relevant observer).



The aim of the Liberty curriculum therefore is to develop lifelong learners who are committed and well-equipped to learn about:

- The self;
- Others and the world around them;
- Culture and community;
- Local, national and global citizenship;
- Intellectual, moral, spiritual and emotional knowledge as expressed through language, mathematics, science, humanities and the arts.

Domains of the Curriculum

A concept of the curriculum should be broad; it should be seen as the entire learning experience that we plan for our children during their school years. It includes what they should learn in lessons and what they should learn in the rhythm and routine of the rest of the school day, along with those events and opportunities that we provide for them beyond traditional school hours.

So naturally, the curriculum includes planned learning for lessons and also what we plan for pupils to learn on residential visits, through performances, in assemblies, in the library, at after-school clubs, or during charitable events we help them organise. (Brighouse and Waters, 2021, p. 170)

Alexander (2022, p.118) asserts that a curriculum *domain* is characterised by:

- Epistemological or thematic coherence;
- An identifiable core of knowledge, skill, disposition and enquiry drawn from both established disciplines and other sources;
- The capacity to contribute to the pursuit of one or more established aims; and
- A critical balance of induction and exploration.¹

In meeting this aim, there are therefore three domains of the Liberty curriculum:

- Academic;
- Communication; and
- Personal Development.

The Academic Domain

The academic curriculum is built upon a traditional subject offer, informed by the English National Curriculum and delivered at the level appropriate to each pupil's stage of intellectual development.

Where appropriate, pupils will access the same curriculum breadth as their peers in mainstream education; however, some pupils' access will be influenced by their levels of functional understanding, with depth and breadth adapted accordingly.

The underlying principle; however, is that **all pupils** are entitled to access an academic curriculum that is broad and relevant – no level of disability should reduce this entitlement. Rather, as educators we take a creative pedagogical approach, which ensures access and depth of academic learning from starting points.

Please refer to the Teaching and Learning policy for details on autism friendly pedagogical approaches, which are adopted by Liberty schools, in order to support access.

The Communication Domain

¹ By *induction* we mean an introduction to new knowledge and by *exploration* we mean the application of that knowledge.

The communication curriculum is central to the Liberty offer, due to the particular needs of autistic pupils. Our approach therefore comprises a structured programme of study which includes all modes of communication, such as spoken language, ICT, literacy, and visual language. As Prizant asserts: the long-term goal is to help individuals develop a sense of (what are) appropriate responses in different social situations and be able to... stay well regulated. (Prizant, 2022, p. 72) Approaches to communication are adapted and contextualised in schools to reflect local needs.

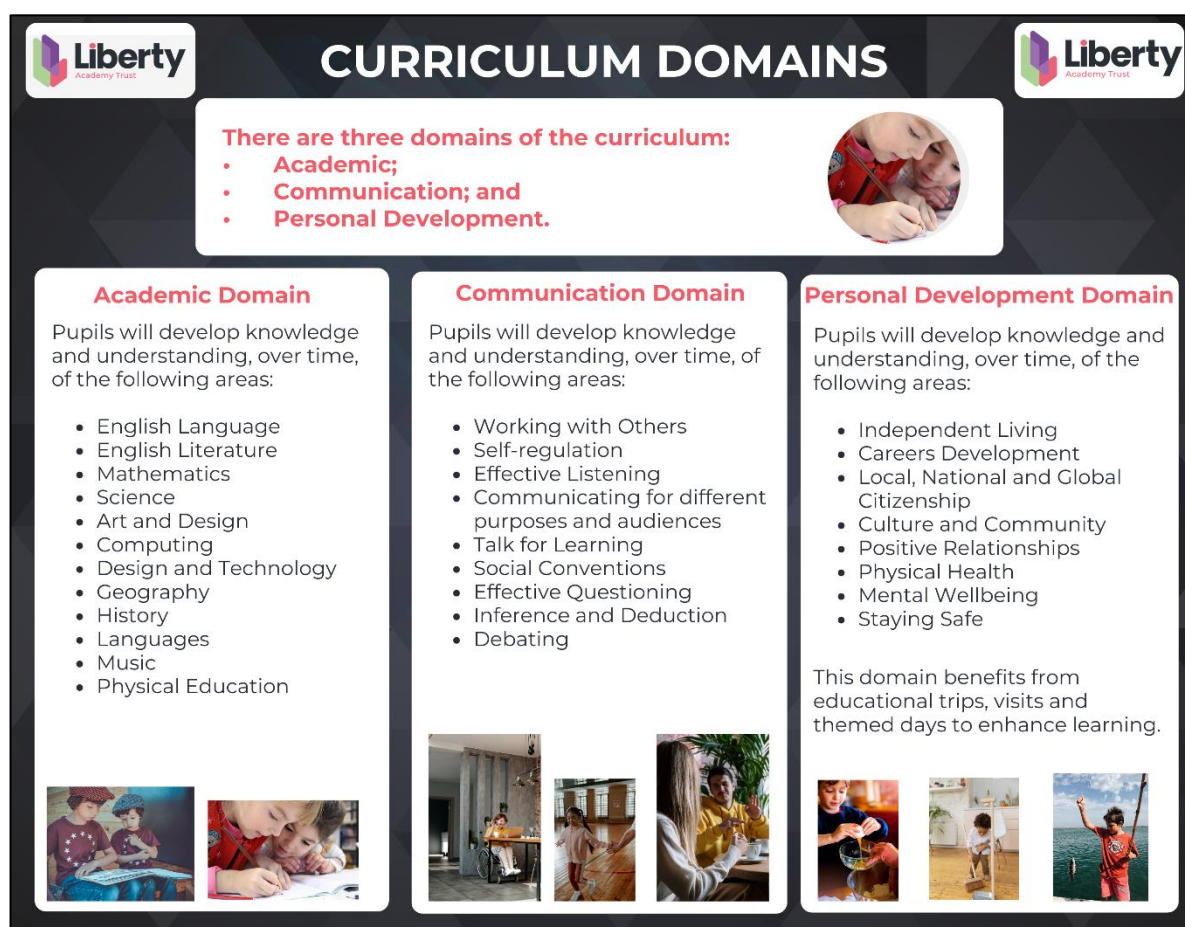
The underlying principles of the communication domain are to build lifelong skills which enable all pupils to engage in the world around them through modes of communication that can be understood by others. A key feature of the communication domain is the development of oracy skills, as this is often a key area of difficulty for autistic pupils.

As exemplified in the Liberty Teaching and Learning Policy, opportunities for developing oracy and wider communication skills are interweaved into subject curricular, but knowledge and understanding of how we communicate and the art of putting this into practice is also a discrete element of the Liberty curriculum.

The Personal Development Domain

The personal development curriculum includes a focus on personal interests, as well as skills for independent living, active citizenship, physical and emotional health and well-being. The underlying principles of the personal development domain are to ensure all pupils can flourish and thrive; perhaps capitalising on special interest areas or being introduced to new experiences, but all are expected to access a wider curriculum offer which extends beyond the academic and which develops responsible, respectful and active citizens of the future.

Themed days allow for concentrated personal development, which enhance personal qualities and dispositions such as resilience and tolerance and which are underpinned by our core values of courage, determination and teamwork – qualities that are recognised throughout life, in business as well as personal relationships.



The **appendices** provide a detailed overview of our approach to Primary and Secondary RSHE; Physical Health and Mental Well-Being; and the Safeguarding curriculum – all of which are adapted and contextualised in schools to reflect local needs.

Expectations of Academies

School leaders, in developing and implementing the curriculum are expected to give coherent justification for the domains and sequencing of learning chosen, “citing evidence, pedagogical principle and educational aim.” (Cambridge Primary Review, 2010, p.496)

All schools are to have clearly codified curriculum content which is used by all staff to ensure fidelity to the agreed intent and consistency in coverage across departments and/or teachers. The table below provides an overview of the minimum expectations for all schools and ensures all teachers, including those who are temporary or cover staff, have the resources needed to guarantee consistency of the curriculum for **all pupils every day**.

Expected Resources for Teachers	Expected Resources for Pupils
<ul style="list-style-type: none">• Curriculum sequencing map, which makes clear the order of the curriculum (see appendix 5 for an example)• Medium term planning which exemplifies key learning content of a unit / module (see appendix 6 for an example)• Examples of WAGOLs (What a Good One Looks Like) relevant to the planned activities• Reference sheet which signposts key reading and resources to enhance delivery	<ul style="list-style-type: none">• Knowledge Organisers which provide pupils with key learning / vocabulary / definitions of concepts of a unit or module• Examples of WAGOLs relevant to the planned activity• Word Mats (or word walls) which detail key terms / vocabulary and definitions relevant to the unit or module

Expectations of Teaching Staff

All teaching staff (including HLTAs, UQTs, ECTs, QTS) are expected to:

- Have read all medium-term planning documents before lesson delivery;
- Have a clear understanding of the sequencing of the full curriculum and the rationale for the way in which it is sequenced;
- Have a clear understanding of the subject-specific knowledge required for pupils to make progress; and
- Have a clear understanding of what each pupil knows and can do, and what gaps they have so that adaptations can be made, leading to improvements in what they know and can do over time.

LIBERTY RSHE CURRICULUM

Compulsory teaching of RSHE was introduced by the Department for Education on 1 September 2020 and as such all schools are required to offer a comprehensive curriculum which prioritises mental health and well-being, particularly post-pandemic.

PRIMARY RELATIONSHIPS EDUCATION






At LIBERTY the focus in primary is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and with adults.

From the beginning of primary, building on early education, pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the idea of personal privacy.

We ensure respect for others is taught in an age-appropriate way, underpinned by our safeguarding curriculum, which ensures that all children learn about healthy relationships, family relationships and other types of relationship they may experience, including online.

We focus on the development of strong and positive relationships through the deliberate cultivation of character traits and positive personal attributes, which are underpinned by the LIBERTY Academy Trust values of courage, determination and teamwork.

KEY TOPICS

- Families and people who care for me 
- Caring friendships 
- Respectful relationships 
- Online relationships 
- Being safe 



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Should you have any questions about the RSHE curriculum, please speak to your child's class teacher.

LIBERTY RSHE CURRICULUM

Compulsory teaching of RSHE was introduced by the Department for Education on 1 September 2020 and as such all schools are required to offer a comprehensive curriculum which prioritises mental health and well-being, particularly post-pandemic.

SECONDARY RELATIONSHIPS AND SEX EDUCATION

At LIBERTY the focus in secondary is on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. This is done through the teaching of acceptable and unacceptable behaviours in relationships, including developing intimate relationships and positive mental well-being.






Effective RSE does not encourage early sexual experimentation. Rather, it teaches young people to understand human sexuality and to respect themselves and others.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life. We ensure that teachers deliver this element of the curriculum in a non-judgemental and factual way which provides opportunities to ask questions in a safe environment.

We recognise that there are a range of opinions regarding RSE. Our starting principle for teaching is to ensure the application of the law is taught in a factual way so that students are clear on their rights and responsibilities as citizens. Our teachers are well trained and skilled in managing sensitive discussions and are able to adapt the learning environment so that all young people feel supported and informed.

As in primary, our secondary relationships education focuses on the development of strong and positive relationships through the deliberate cultivation of character traits and positive personal attributes, which are underpinned by the LIBERTY Academy Trust values of courage, determination and teamwork

KEY TOPICS

- Families 
- Respectful relationships, including friendships 
- Online and media 
- Being safe 
- Intimate and sexual relationships, including sexual health 



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

Should you have any questions about the RSHE curriculum, please speak to your child's form tutor.

PRIMARY AND SECONDARY PHYSICAL HEALTH AND MENTAL WELL-BEING

The aim of the LIBERTY Academy Trust's physical health and mental well-being programme is to give all children and young people the information they need to make good decisions about their own health and well-being.

We are working to reduce the stigma attached to health issues, in particular those to do with mental well-being. We are doing this through the development of a positive atmosphere that encourages openness, so that all children and young people can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and well-being.

We will enable all children and young people to articulate how they are feeling and help them develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportional for the situations that they experience.









The core areas of teaching, as prescribed by the Department of Education include:

- Puberty, including menstruation
- The characteristics of good physical health and mental well-being
- The benefits and importance of daily exercise
- The benefits and importance of good nutrition and sufficient sleep
- The steps all children and young people can take to protect and support their own and others' health and well-being.



Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.
Should you have any questions about the RSHE curriculum, please speak to your child's class teacher.

KEY TOPICS

- Mental well-being 
- Internet safety and harms 
- Physical health and fitness 
- Healthy eating 
- Drugs, alcohol, and tobacco 
- Health and prevention 
- Basic First Aid 
- The changing adolescent body 



Appendix 4: All-through Safeguarding Curriculum

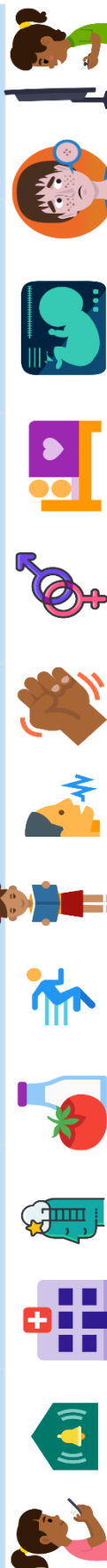
LIBERTY SAFEGUARDING CURRICULUM

The LIBERTY Safeguarding Curriculum is mapped from Early Years Foundation Stage right through to Post-16, ensuring that all children and young people build on their learning over time. Our aim is to create safe, knowledgeable, and responsible members of society.



LIBERTY ACADEMY TRUST SAFEGUARDING CURRICULUM ACROSS ALL YEAR GROUPS

Topics	EYFS and KS1	Y3 and Y4	Y5 and Y6	Y7 and Y8	Y9-Y11	Post-16
Online Safety	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (4-7 year olds); Smartie the Penguin Online Safety 	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (8-10 year olds); Cyber Bullying 	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (8-10 year olds); Cyber Bullying 	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (11-13 year olds); Cyber Bullying 	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (11-13 year olds); Cyber Bullying 	<ul style="list-style-type: none"> Education for a Connected World; ThinkUKnow (14+); Cyber Bullying
Staying Safe	<ul style="list-style-type: none"> NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety 	<ul style="list-style-type: none"> NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety 	<ul style="list-style-type: none"> British Council Calling 999; First Aid; NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety 	<ul style="list-style-type: none"> Family Lives; What Teens Need; NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety 	<ul style="list-style-type: none"> Family Lives; What Teens Need; First Aid; NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety 	<ul style="list-style-type: none"> Family Lives; What Teens Need; First Aid; NSPCC guidance; Bike Safety; Water Safety; Strangers and safe people; Road Safety
Serious Youth Violence	<ul style="list-style-type: none"> Good and bad secrets; Sesame Street RESPECT; Making decisions together and mutual respect 	<ul style="list-style-type: none"> Good and bad secrets; Sesame Street RESPECT; Making decisions together and mutual respect 	<ul style="list-style-type: none"> Good and bad secrets; Making decisions together and mutual respect 	<ul style="list-style-type: none"> County Lines; Good and bad secrets 	<ul style="list-style-type: none"> County Lines; Good and bad secrets 	<ul style="list-style-type: none"> County Lines; Good and bad secrets
Preventing Radicalism and Extremism	<ul style="list-style-type: none"> EYFS guidance; Democracy; Sesame Street RESPECT; CBBC Rule of Law 	<ul style="list-style-type: none"> Sesame Street RESPECT; CBBC Rule of Law 	<ul style="list-style-type: none"> Zero tolerance organisations; RESPECT programme; CBBC Rule of Law 	<ul style="list-style-type: none"> Promoting British Values; CBBC Rule of Law; BBC Bitesize Democracy and Justice 	<ul style="list-style-type: none"> Promoting British Values; CBBC Rule of Law; BBC Bitesize Democracy and Justice 	<ul style="list-style-type: none"> Promoting British Values; CBBC Rule of Law; BBC Bitesize Democracy and Justice
RSE, Health Relationships and Health	<ul style="list-style-type: none"> Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe 	<ul style="list-style-type: none"> Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe 	<ul style="list-style-type: none"> Families and people who care for me; Caring friendships; Respectful relationships; Online relationships; Being safe 	<ul style="list-style-type: none"> Families; Respectful relationships, including friendships; Online and media; Being safe; Intimate and sexual relationships, including sexual health 	<ul style="list-style-type: none"> Families; Respectful relationships, including friendships; Online and media; Being safe; Intimate and sexual relationships, including sexual health 	<ul style="list-style-type: none"> Families; Respectful relationships, including friendships; Online and media; Being safe; Intimate and sexual relationships, including sexual health
Mental Health and Well-being	<ul style="list-style-type: none"> CBeebies exploring feelings; BBC Growth Mindsets 	<ul style="list-style-type: none"> Social and Emotional Aspects of Learning (SEAL); CBBC Feelings masks 	<ul style="list-style-type: none"> Social and Emotional Aspects of Learning (SEAL); CBBC Feelings masks; Positive transition to secondary school 	<ul style="list-style-type: none"> Social and Emotional Aspects of Learning (SEAL); CBBC Feelings masks; Framework for emotional well-being and mental health; MindEd 	<ul style="list-style-type: none"> Social and Emotional Aspects of Learning (SEAL); CBBC Feelings masks; Framework for emotional well-being and mental health; MindEd 	<ul style="list-style-type: none"> Social and Emotional Aspects of Learning (SEAL); CBBC Feelings masks; Framework for emotional well-being and mental health; MindEd
Preventing Bullying and Promoting Positive Behaviour	<ul style="list-style-type: none"> ThinkUKnow (4-7 year olds); Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy 	<ul style="list-style-type: none"> NSPCC Safe Underwear; Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy 	<ul style="list-style-type: none"> NSPCC Safe Underwear; Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy 	<ul style="list-style-type: none"> BBC Responsibility and personal safety; Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy 	<ul style="list-style-type: none"> BBC Responsibility and personal safety; Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy 	<ul style="list-style-type: none"> BBC Responsibility and personal safety; Anti-bullying strategy; Celebrating difference; Social and Emotional Aspects of Learning (SEAL); Emotional Literacy



Appendix 5: Example of a Curriculum Sequencing Map

Suggested Curriculum Map – Year 6									
The Literary Curriculum For Primary Schools									
Migration & movement – Autumn 1									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	The Arrival Shaun Tan	Rain Player David	OR The Windrush Child Benjamin Zephaniah	History: Britann					
Length	17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks					
Outcomes	Extended own version narratives Diaries, letters, character descriptions, short playscripts, short reports, guides	Analytical essays about The Maya Instructions, posters, missing scenes, diaries, newspaper, debates	Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter						
Literary Leaf Text	Fly Me Home Dolly Ho Yen	On the Move: Poems about Migration Michael Rosen							
Length	15 sessions, 3 weeks	15 sessions, 3 weeks							
Enterprise & activism – Spring 1									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	The Invention of Hugo Cabret Brian Selznick	Suffragette: The Battle for Votes David Roberts	OR The Temptation Twins: Have an Idea Ellie Weiner	History: Suffragettes					
Length	17 sessions, 3+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks						
Outcomes	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports	Own version adventure narratives Character analysis, opposing diary entries, informal letters, own chapters						
Literary Leaf Text	The Invention of Hugo Cabret Brian Selznick Coming Soon		Politics for Beginners Louie Stowell						
Length	15 sessions, 3 weeks		15 sessions, 3 weeks						
Fate vs. free will – Summer 1									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	Grimm Tales for Young and Old Phillip Pullman	OR The Wind in the Wall Sally Gardner	Romeo and Juliet William Shakespeare	OR The Princess' Blankets Carol Ann Duffy					
Length	15 sessions, 3 weeks		15 sessions, 3+ weeks	15 sessions, 3 weeks					
Outcomes	Own version traditional tales Viewpoint retellings, character descriptions, film critiques, character comparisons	Extended Gothic narrative Posters, figurative writing, diaries, letters, English letter, dialogue	Playscripts Diaries, letters, narratives, historical events, balanced arguments	Own version fairytales Retellings, diaries, informal letters, speeches, adverts, formal speeches					
Literary Leaf Text	Grimm Tales for Young and Old Phillip Pullman		Poetry for Kids: William Shakespeare illustrated edition William Shakespeare						
Length	15 sessions, 3 weeks		15 sessions, 3 weeks						
Evolution & inheritance – Autumn 2									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	The Promise Nicola Davies	OR Can We Save the Tiger? Martin Jenkins	The Last Bear Hannah Gold	OR The Hidden Forest Jeannie Baker					
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3+ weeks					
Outcomes	Sequels to continue the cyclical story Diaries, explorations, interviews with figurative language, reports	Discussion texts Letters, explorations, speeches, sample poems	Newspaper article Character profile, dialogue, interview, book emv, scientific report	Balanced discussions Research notes, non- chronological reports, the form of a letter to a character					
Literary Leaf Text	Beak & Bait M. G. Leonard	The Tiger Rising Kate DiCamillo		Darwin's Voyage of Discovery Joker Williams					
Length	15 sessions, 3 weeks	18 sessions, 3+ weeks		12 sessions, 2+ weeks					
Utopia vs. dystopia – Spring 2									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	The Three Little Pigs Project The Guardian	801 TONER	Bay in the Tower Dolly Ho-Yen	OR The Last Wild Piers Taylor					
Length	11 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3+ weeks					
Outcomes	Discussion texts News reports, persuasive speeches, narratives from a particular point of view, interview scripts, diaries, debates	Own version narratives (past and present tense) Journalistic writing, formal letters, non- chronological reports	Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal letters						
Literary Leaf Text	Caged Bird Maya Angelou		The Wolves of Willoughby Chase Joan Aiken						
Length	10 sessions, 2 weeks		15 sessions, 3 weeks						
Crossing borders – Summer 2									
Theme/ Term									
Planning Sequence/ Spelling Seed Text	The Unforgotten Coat Frank Cottrell Boyce	OR Some Places More Than Others Renee Watson	A Beautiful Lie Irfan Master	OR Night Mail W H Auden					
Length	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks					
Outcomes	Own version narratives Diaries, explorations, interviews, non- chronological reports	Poems with similar structure Letters, analysis and performances	New chapters Journalistic writing, recounts, discussion texts	Poetry Letters, diaries, information leaflets, instructions					
Literary Leaf Text	Incredible Journeys Levian Wood	Poetry for Young People: London Poems Benny Andrews	AFTER THE WAR Tom Palmer	After the War: London Poems Tom Palmer					
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks					

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Appendix 6: Example of a Medium-Term Plan

Medium Term plan Y8 Researching an Issue: The Titanic

Sequence of Learning		
<ul style="list-style-type: none"> • Exploration of research types, methods, audience, purpose; • Exploration and analysis of a range of text types, including historical records; • Guidance on structure, delivery and content; • Oral Presentation of research findings to engage discussion and debate; • Written response to research findings as a contribution to knowledge. 		
Key Concepts		
<ul style="list-style-type: none"> • Assessing the validity and significance of information • Cultural understanding and how ideas are presented in different contexts 		
Suggested Lesson	Learning Objectives	Supporting Resources
1	3.1.a. make a sustained contribution to group discussion, and explain their ideas 3.1.b. listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	What do you know? Quiz Some interesting facts on the Titanic workbook
2	5.1.a. use a range of reading strategies to retrieve relevant information and main points from texts, distinguishing between fact and opinion where appropriate	The Sinking of the Titanic 1912 textbook extract
3	5.2.b. respond to a text by making precise points and providing relevant evidence in support of those points	End of a splendid journey narrative fictional account
4	5.3.a. broaden their experience of reading a wide range of texts and express their preferences and opinions 6.3.b. explain how specific structural and organisational choices in texts create particular effects	Disaster unfolds – Titanic voyage news articles First, second, third class survivor accounts
5	5.1.c. make relevant notes when researching different sources, comparing and contrasting information	Enhancing Presentation guidance on speaking and listening
6	6.3.a. explain how specific choices and combinations of form, layout and presentation create particular effects	
7	2.1a Select the most appropriate way to structure speech for clarity and effect, taking into account task, audience, purpose and context, and the range of supporting resources available	
8	2.1b engage listeners' attention and interest by using a range of different verbal and non-verbal techniques	Writing to analyse, review, comment Knowledge Organiser Marking criteria Titanic – Essay plan scaffold The unsinkable titanic paragraph planner Self-assessment – have I met the criteria? Checklist
9	7.1.a. explore, problem-solve, connect and shape ideas, and identify the most appropriate approach to planning their writing	
10	7.2.a. plan writing and develop ideas to suit a specific audience, purpose and task by adapting familiar forms and conventions	
11	8.1.b. select techniques and devices used by writers, and draw on a range of evidence, opinions, information and the purpose of the task, in order to develop a consistent viewpoint in their own non-fiction writing 8.2.a. draw on the full range of punctuation, including colons and semicolons, to clarify meaning, aid cohesion and create a variety of effects 8.2.b. draw on their knowledge of a wide variety of sentence lengths and structures, including complex sentences, and apply it to their own writing to clarify ideas and create a range of effects according to task, purpose and reader	
12	3.1.a. make a sustained contribution to group discussion, and explain their ideas 3.1.b. listen carefully, ask pertinent questions and make suggestions in order to solve problems and test ideas	

Appendix 7: Overview of the Curriculum Domains



CURRICULUM DOMAINS





There are three domains of the curriculum:

- Academic;
- Communication; and
- Personal Development.

Academic Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- English Language
- English Literature
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages
- Music
- Physical Education




Communication Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Working with Others
- Self-regulation
- Effective Listening
- Communicating for different purposes and audiences
- Talk for Learning
- Social Conventions
- Effective Questioning
- Inference and Deduction
- Debating





Personal Development Domain

Pupils will develop knowledge and understanding, over time, of the following areas:

- Independent Living
- Careers Development
- Local, National and Global Citizenship
- Culture and Community
- Positive Relationships
- Physical Health
- Mental Wellbeing
- Staying Safe

This domain benefits from educational trips, visits and themed days to enhance learning.





Glossary

Curriculum

What is intended to be taught and learned (the planned curriculum – INTENT); What is actually taught (the curriculum as enacted – IMPLEMENTATION); What is learned (the curriculum as experienced – IMPACT)

Subject

An organisational or conceptual segment of the planned curriculum; it may be disciplinary, cross-disciplinary or thematic

Timetable

The way the planned curriculum is divided temporally into lessons or sessions

Knowledge

The process and outcome of coming to know encompassing both propositional and procedural, public and personal knowledge. A central goal of all education.

- Propositional Knowledge (KNOW)
 - Also known as *declarative* or *substantive* knowledge reflects the facts and things that are understood to be the case
- Procedural Knowledge (KNOW HOW)
 - Is the ability to perform activities through an understanding of how something is done (this does not necessarily require conceptual understanding to be able to 'do')
- Disciplinary Knowledge (KNOW WHAT)
 - How to perform activities appropriate to the subject area, such as through analysis, measurement, testing etc
 - Disciplinary knowledge helps us understand how propositional knowledge came to be fact.

Discipline

A branch of knowledge as systematised into distinct ways of enquiring, knowing, exploring, creating, explaining, and making sense, each with its own key foci, preoccupations, concepts, procedures, and products

Skill

The ability to make or do something, especially of a practical kind; requires knowledge, but is distinct from it

Adapted and added to from Alexander (2022, p.130)

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