



## **Mountjoy School Curriculum Policy**

*(Curriculum document based on the new National Curriculum September 2014, updated March 2017)*

### **Summary**

The Curriculum at Mountjoy School is planned and delivered to meet the diverse needs of the pupils. It is matched very closely to the National Curriculum at each Key Stage. It may be necessary for teachers to refer to earlier programmes of study to ensure that curriculum deliver meets the needs of individual pupils.

There are a number of pupils who require a specifically tailored curriculum which focuses on their therapeutic, emotional, social and physical needs. This group of pupils follow the MSI Curriculum (A Curriculum designed to meet the needs of pupils with Multi-Sensory Impairment.) The MSI Curriculum focuses on conceptual and experiential learning, whilst it links to the National Curriculum Subjects it focuses on the skills for learning rather than specific subject content.

The Curriculum at Mountjoy School:

- Promotes spiritual, moral, cultural, mental and physical development.
- Prepares pupils at school for opportunities, responsibilities and experiences of later life.

All pupils on school roll have opportunities for collective worship and reflection. We teach RE (Religious Education) across all key stages, following the Dorset Agreed Syllabus.

All pupils will be taught Sex and Relationships Education (SRE). This may be taught to small groups or to individuals according to individual needs.

Personal, social, health and economic education (PSHE), will be taught at all Key Stages. Teachers will use Equals Schemes of Work, Rainbow, Jigsaw and Kaleidoscope materials as appropriate.

Special Schools are legally required to follow the statutory elements of the National Curriculum which sets out in its programmes of study, on the basis on Key Stages subject content for these subjects that should be taught to all pupils. Pupils at Mountjoy school follow the National Requirements for their age, however the content of what is taught is differentiated to meet the individual needs of the pupils. This may at times mean that teachers refer back to a previous programme of study.

Mountjoy School publishes online the school curriculum by subject including how additional information about the National Curriculum can be found.

### **Key Stage 4 entitlement**

The following four areas are not compulsory at Key Stage 4, however pupils will study a subject in each of the four areas. (This is a statutory entitlement).

- The Arts (Art and Design, Music, Dance, Drama, Media Art).
- Design and Technology.
- Modern Foreign Languages.
- Humanities (History, Geography).

Statutory Entitlement for pupils at Key Stage 4

- Must provide access to a minimum of one course in each of the four areas
- Must provide opportunities for pupils to take a course in all four if they wish to do so
- All studies must work towards an approved qualification. (P-Level/ Levels, ASDAN, and OCR)

### **Key Stage 5 (Sixth Form)**

At Key Stage 5 we expect all students to continue to study a core curriculum, which includes Mathematics and English. Students in the sixth form will also continue to study Computing, RE (Religious Education), PSHE (Personal, Social, Health and Economic Education) which will include Citizenship and SRE (Sex and Relationship Education).

Students in the sixth form will have many opportunities to study and experience units of work in Humanities, Science, and The Arts and will have regular opportunities to develop Independent Living Skills and Employability Skills (wherever possible). All students in the sixth form will have an Individual Learner Record which shows the accredited courses the student is following and the desired outcome.

### **Early Years Foundation Stage**

Children working within the Foundation Stage and Key Stage One follow the Early Years Foundation Stage Curriculum. The programmes of study for Year One will be introduced for those children where appropriate.

The curriculum will follow the seven areas of learning and development. High expectations are placed on all children within the stage as they work towards the Early Learning Goals. The seven areas of learning and development include the three prime areas which ignite curiosity and enthusiasm, these are:

**Communication and Language**, providing a rich language environment will enable children to gain confidence and self-expression, with an emphasis on speaking and listening.

Through the area of **physical development**, children are given opportunities for active and interactive learning, developing control and coordination and learning about healthy life choices.

In **Personal, Social and Emotional Development**, children are encouraged to develop a positive sense of self, develop positive relationships and respect for others. They have regular opportunities to develop social skills and how to manage their own feelings and behaviours.

The four specific areas enable children to learn in specific contexts. Through **Literacy** children are taught wherever possible to link sounds and letters, to learn to read and write and to enjoy and access a wide range of reading materials.

In **Mathematics**, children develop and improve their awareness of number and counting. They learn to use numbers and make basic calculations. They explore, experience and learn about shapes, space and measures.

Through **Understanding the World**, children are given opportunities through play to make sense of the world. They explore, find out and observe people, places, technology, their environment and their community. And through the **Expressive Arts**, children learn to be imaginative and creative, to share their ideas and feelings and to explore and play with a range of media and materials.

The planning for the Early Years Foundation Stage enables a balance between adult led planned, purposeful play activities and child initiated opportunities. The Early Years environment is designed to capture 3 characteristics of effective teaching and learning.

**PLAYING AND EXPLORING, ACTIVE LEARNING AND CREATING AND THINKING CRITICALLY.**

### Structure of the National Curriculum

	Yrs 1 - 2 Key Stage 1	Yrs 3 - 6 Key Stage 2	Yrs 7 – 9 Key Stage 3	Yrs 10 - 11 Key Stage 4
<b>Core Subjects</b>				
English	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓
Science	✓	✓	✓	✓
<b>Foundation Subjects</b>				
Art and Design	✓	✓	✓	○
Citizenship	-	-	✓	✓
Computing	✓	✓	✓	✓
Design and Technology	✓	✓	✓	○
Languages <i>(KS2 Foreign Language/ KS3 Modern Foreign Language)</i>	-	✓	✓	○
Geography	✓	✓	✓	○
History	✓	✓	✓	○
Music	✓	✓	✓	○
PE <i>(Physical Education)</i>	✓	✓	✓	✓
RE <i>(Religious Education)</i>	✓	✓	✓	✓
SRE <i>(Sex &amp; Relationships Education)</i>	-	-	✓	✓

○ – Optional subject areas (see note above – Key Stage 4 entitlement)

## PSHE

Personal, Social, Health and Economic Education should be taught across all key stages within Mountjoy School. Teachers are free to use a variety of sources for this teaching including Rainbow and Kaleidoscope materials.

### **MSI Curriculum – Multi-Sensory Impairment**

A number of children who attend Mountjoy School are working significantly below the key stage attainment levels. For these pupils it may be appropriate to look at an alternative curriculum. The MSI Curriculum enables pupils to continue to learn through the national curriculum subjects, however the curriculum is designed and delivered in a practical, sensory and experiential way to enable the pupils to experience, learn and develop skills in-line with their ability. When pupils reach Phase 4, there is an expectation that they will transfer to a more formal approach to their learning as set out in the different subjects from the national curriculum.

<b>MSI Curriculum Domain</b>	<b>National Curriculum Link</b>
Social Relationships and Emotional Development	English PSHE (Personal, Social, Health Education) & Citizenship RE (Religious Education)
Communication	English MFL (Modern Foreign Languages)
Conceptual Development	Maths Science Art & Design ICT (Information Communication Technology) D&T (Design & Technology)
Sensory Responses	Art & Design D&T (Design & Technology) Music PE (Physical Education)
Understanding of Time and Place	Geography History
Orientation, Movement and Mobility	Geography PE (Physical Education)
Ownership of Learning	ICT (Information, Communication, Technology) PSHE (Personal, Social, Health Education) & Citizenship
Responses to routines and changes	Maths Science Music

Curriculum maps are available on request for all year groups and subjects.