



RIPPLEVALE
SCHOOL

Ripplevale Rochester School Curriculum Policy

Date of issue: September 2024
Review Cycle: Annual
Next Review Date: September 2025

Ripplevale School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values:

While this current policy document may be referred to elsewhere in Ripplevale School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility updated August 2023](#) considers a 'parent' to include:

- all biological parents, whether they are married or not

- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- Peninsula BusinessSafe (Health and Safety)
- Atlantic Data (DBS)
- Educare (online CPD)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Ripplevale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Ripplevale School.

The policy documents of Ripplevale School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Our Aims and Purpose

Our overall aim is to be an outstanding school and service for children with Autism and Special Educational Needs (SEN). To do this, our main aims are to:

- *Ensure that through our formal and informal curriculum every child is kept safe both at school, at home and online.*
- *Provide a relevant, broad and balanced education for every individual pupil.*
- *Create a culture of achievement, by stimulating a desire to learn, raising aspirations, opening up a wide range of opportunities and working towards external accreditation for all our pupils.*

- *Value and respect individuals, recognising their strengths, encouraging them to develop their interests and abilities, and helping them show positive attitudes towards others.*
- *Be proactive in developing, using and promoting consistent ASD-specific approaches, with a focus on social interaction and communication, and the reduction of anxiety and unnecessary stress.*
- *Promote the spiritual, moral, cultural, mental and physical development of pupils within the school within a stimulating yet safe, secure and caring environment.*
- *Invest in the long term quality of life of our children, by preparing them for an independent and purposeful role in society as adults, through explicit teaching of life skills and socially acceptable behaviour and by fostering confidence, self-esteem and a realistic understanding of themselves as people affected by autism or SEN.*
- *Prepare our children for the challenges and opportunities of a complex and technologically advanced society through creative and motivational approaches to teaching and learning.*

We believe that we can achieve these aims because Ripplevale is an inclusive, accessible, friendly and approachable organisation where teamwork is central. We are proud of our successes, whilst remaining committed to self evaluation and professional growth. We believe in cooperation and partnership with families, as well as with others in the local community and further afield, who share our commitment to improving the lives of anyone affected by autism or SEN.

Confidence to Learn, A Pathway to Success, A Gateway to Opportunity.

The Ripplevale School is an independent day school and college for pupils with special educational needs and/or disabilities (SEND). We have particular experience in supporting pupils with autism spectrum disorder. Many pupils also have additional SEND, such as dyslexia, dyspraxia and speech and language and communication difficulties. Pupils can continue their educational journey with us right up to the age of 25, where our college provides bespoke learning in many subject areas to provide students with a natural pathway into employment.

Pupils' profiles:

- All pupils attending the school have an education, health and care plan (EHC plan).
- Pupils join Ripplevale Rochester at different points in their education, frequently having experienced major disruptions to their education.

We provide full-time supervised education. This means:

- at least 189 days a year
- 38.9 weeks a year
- 30.5 hours a week

It is sometimes appropriate to offer a part-time provision for a pupil at the school. This will always be done in full agreement with all stakeholders as some pupils need a staged transition back into education. Time in school will gradually be increased, in line with an agreed plan, always with the aim of the pupil attending full time.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Education (Independent School Standards) Regulations 2014.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Aims, intent and ambition

Ripplevale School seeks to provide a broad, balanced, relevant and motivating curriculum to develop the specific strengths, needs, interests, and aspirations of our pupils. We aim for all pupils to develop a sense of belonging and wellbeing, to develop their social and academic communication skills, to have opportunities and support to build and sustain healthy friendships and to develop their self-belief and ambition for the future. From the moment pupils join the school, we work to develop their 'Confidence to learn'. As they move into the secondary phase of the school, we work with them to plan their 'Pathway to Success'. Our college provision has been developed to provide a 'Gateway to Opportunity' in order to fully prepare our pupils to take their next steps as confident young people.

We follow the National Curriculum as closely as possible. Our curriculum and teaching approaches are flexible and adapted to meet the needs of each pupil. We teach academic subjects alongside life skills to support pupil's independence and personal development and to prepare our pupils to make a positive contribution to life in modern society.

Throughout the school and college, learning is highly personalised, allowing us to deliver subjects in a practical and structured manner which plays to the students' strengths. We promote practical learning, including through the teaching of Creative and Performing Arts, Independent Living Skills and work experience placements. We ensure ongoing opportunities to build on skills and knowledge acquired in the classroom within the wider community.

At all key stages, pupils follow a curriculum which fully prepares them for their chosen pathways and enables them to lead fulfilling, enjoyable and independent lives.

As part of our transdisciplinary approach, our therapists, who are based within the school and college, work alongside the teaching and support staff engaging with each young person and their family. We ensure that pupils' individual education, health and care plan targets are intertwined with the school's planned curriculum so that we secure the very best outcomes for all.

Teachers and therapists assess and review pupils' knowledge and skills carefully and according to the school's agreed processes. Therefore, the planned curriculum aligns precisely with pupils' starting points, and takes account of any gaps in knowledge and understanding.

We encourage pupils and staff **not to be afraid to make mistakes**. Life is a journey, and we learn new knowledge and new application techniques after every mistake we make. We provide a purposeful learning environment which young people respond to and enjoy. We are committed to sustaining a school where pupils learn together about the meaning and value of community and the importance of lifelong learning.

All pupils will have meaningful opportunities to develop their talents and interests in a sustained way over time. We aim to ensure that every pupil develops a hobby for life. We plan a range of opportunities for enhancement and enrichment to ensure the learning is engaging and meaningful and goes beyond the timetabled lessons, providing a range of memorable experiences included in our Ripplevale School Charter.

The aspiration for all pupils who attend the Ripplevale School and College is that they learn more and know more, across the formal and wider curriculums and that they achieve their potential in all aspects of learning and development. We strive for pupils to leave with the independence skills and qualifications to follow their chosen pathway. We consider that our transdisciplinary approach supports all pupils to achieve the very best outcomes.

Roles and responsibilities

The proprietor body

The proprietor body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The proprietor body will also ensure that:

- the school is compliant with Independent School Standards in Part 1.
- the school is providing a "broad and balanced curriculum" which includes English, mathematics, and science.
- proper provision is made for all students with different abilities and needs, in line with their EHCPs.
- all courses provided for students below the age of 19 that lead to qualifications, such as GCSEs and Entry Level Certificates, are approved by the Secretary of State.
- the school implements the relevant statutory assessment arrangements.
- students are provided with independent, impartial careers guidance, and that this is appropriately resourced.
- it participates actively in decision-making about the curriculum.

The headteacher and the senior leadership team

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met.
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietor body.
- they manage requests to withdraw children from curriculum subjects, where appropriate.
- the school's procedures for assessment meet all legal requirements.
- the proprietor body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- the proprietor body is advised on whole-school targets in order to make informed decisions.

- proper provision is in place for pupils with different abilities and needs, including children with special educational needs.
- ensuring that the short, medium, and long-term planning, reflects the school's agreed curriculum, is appropriate and well-matched to the needs of pupils.
- ensuring that appropriate and regular assessment is taking place. Where necessary, they will decide if alternative qualifications can be offered to best suit the needs of pupils.
- monitoring and evaluating the implementation and impact of the curriculum.

Subject Leads

Subject leads are responsible for identified curriculum subjects. They:

- ensure all planning documents are in place for their subject (long-term plan and schemes of work).
- review assessment data regularly and carry out quality assurance (lesson visits, workbook scrutiny).
- are responsible for training and liaising with all teaching staff, and particularly less experienced and non-specialist staff, to ensure they are supported and confident in delivering the content of the curriculum.
- select appropriate awarding bodies and courses so that they best meet the learning needs of the Ripplevale School and College pupils.
- take responsibility for remaining up-to-date with their subject.
- ensure that there are clear approaches for assessing how well pupils are learning the intended curriculum in their subject.
- ensure that each pupil has an ambitious and appropriate curriculum and pathway in their subject, culminating in a qualification where appropriate.

Teachers

All teachers are expected to act in accordance with DfE Teacher Standards (2011).

They should:

- plan lessons for all subjects in line with the long-term plans and agreed schemes of work.
- teach lessons with clear objectives and relevant, challenging, activities that are adapted to suit the individual needs of all students.
- plan for application of relevant literacy, numeracy, and ICT skills.
- regularly assess formatively and summatively to ensure that all students are making the required progress and that informed adaptations can be made to future learning.

Key Stage Information

Key Stage 1

Although we are registered for Key Stage 1, most pupils join the school in Key Stages 2 or 3. We are, however, mindful that pupils are likely to have gaps in their knowledge when they arrive. We therefore focus on ensuring that pupils are secure in key areas of the Key Stage 1 curriculum. Namely, that pupils can read, write and use mathematics knowledge, ideas and operations. If pupils are not secure in these areas when they join the school, they will receive targeted support and catch up so that they can fully access the Key Stage 2 curriculum.

Key Stage 2

In Key Stage 2, we ensure all pupils study as broad a curriculum as possible. The curriculum at Key Stage 2 is based on the National Curriculum and includes: Mathematics, English, Science, Music, Humanities, Art & Technology, RE, Outdoor Learning, Performing Arts, Foreign Languages and PE, Swimming, PSHRE, Careers.

Key Stage 3

In Key Stage 3, we ensure all pupils continue to study as broad a curriculum as possible. Subjects, based on the National Curriculum, include: Mathematics, English, Science/STEM, Art and Design, Creative and Performing Arts, History, Geography, Design and Technology, Food Technology, Computing, RE, PE and PSHE.

Key Stage 4

All pupils study a core curriculum of English, Mathematics, Science, PE and PSHE. Students can be entered into accredited courses in English, Mathematics and Science (at GCSE, Entry Level or Functional Skills depending on ability, following their personalised pathway). Pupils study option subjects. This process happens in Year 9 and subjects offered are based on pupils' aspirations and career pathways.

GCSE

We follow a range of GCSE courses where students can achieve grades from 1-9. Currently we offer English Language, English Literature, Mathematics, Science, History and RE.

Functional Skills

This course looks at the 'functional' side of maths or English. This qualification is aimed at students who are likely to achieve a GCSE grade 2 or below, and help students move towards attaining a GCSE grade 4 in their post-16 education.

Entry Level 1, 2 or 3

These qualifications are targeted at different types of learners and are intended to be accessible and relevant for pupils who may struggle to attain above a grade U at GCSE. They are also useful indicators of progress and can give some students a confidence boost before going on to a higher-level qualification. The highest Entry Level award is entry level 3. It is expected that students will then progress onto Level 2 courses (including GCSEs if appropriate).

Key Stage 5 (College)

At Key Stage 5, the curriculum focuses on the students' individual aspirations along with their academic needs. For all students, there is a clear focus on increasing independence and giving students a range of experiences to inform their progression towards adulthood, preparing and equipping them with the strategies to cope with the world outside of home and school. Ripplevale School and College provides focused and on-going support, working towards enabling students to become independent in wider FE provision or employment. Students continue to be taught in small groups.

All students who have not achieved grade 4 in Maths or English are expected to undertake directed study time to enable appropriate retakes of GCSE exams, functional skills exams or stepping stone programmes such as entry level certificates.

The curriculum at this key stage typically includes: English, Mathematics, PSHE, vocational and option subjects.

Our older students benefit from the self-contained college campus, enabling the development of an adult ethos, including around rights and responsibility as well as independence.

Post-16 Selection procedure

Ripplevale School and College places strong emphasis on effective preparation for the future and independent advice and guidance is provided from KS3 onwards. Pupils are supported to identify their most suitable post-16 route. Appropriate transition programmes are planned and implemented. Post-16 destinations are formally considered as part of the annual review process and local processes followed.

For students considering a place at Ripplevale College, transition for year 11 includes a two-week period in July where students can experience the selection of vocational courses and become familiar with the provision's environment and staff. Transition to college includes tours for all post 16 students at regular intervals throughout the year. Once students have identified courses or areas of interest then curriculum meetings and taster days are arranged and supported by school staff. Further meetings are arranged with college staff to discuss support in order that students, families and staff understand how each student's needs will be effectively met.

Work experience and careers guidance

All post-16 students have access to independent advice and guidance and complete at least one work placement during their time in the 6th form. Some vocational courses offer work experience opportunities weekly as part of the course.

Careers/PSHE lessons are run in school as part of the weekly timetable from years 7-13 and we also provide 3 full themed careers days across the year. In addition, 1:1 and group guidance for all students in Years 8 -13 is completed annually and work experience is arranged for those in KS4 and 5. Careers programmes are linked to Unifrog software and education programmes and are made accessible to parents and students at home for them to explore apprenticeship opportunities, further education options and complete set actions. Activity is tracked by tutors and feedback given online.

EHCP outcomes

In addition to the central subject curriculum, adapted to ensure that all pupils learn and progress, pupils at Ripplevale have access to a wide range of personalised interventions. This enables pupils to meet their EHCP outcomes, and receive additional support as necessary to make effective progress.

For some students this means that they have a highly personalised timetable to address very specific needs. A range of interventions are available to address these needs including: Speech and Language Therapy, Occupational Therapy, Sensory Circuits, Numeracy and Literacy intervention, Visual Perception, Mindfulness, Social Use of Language, Emotional Regulation and Counselling.

Students' progress towards EHC plan outcomes is reviewed routinely by class teachers and tutors. More formal reviews are completed through the pupil progress review meeting process, as well as through Annual Reviews.

The Wider Curriculum:

The Ripplevale School and College curriculum goes beyond timetabled subjects outlined in the National Curriculum; it is every pupil's holistic experience of school. This encompasses the 'hidden' or 'wider' curriculum', such as:

Primary/Secondary/College Charter of Experiences

A collection of activities we feel our students should have the chance to encounter in the different key stages to give them a broader understanding and appreciation of the world they live in.

Off-site Visits and Activities

We supplement work in the classroom with a variety of visits and activities beyond the school environment. Pupils have the opportunity to study the local environment and use facilities in the community. This provides a way of linking real life, meaningful and concrete experiences with more abstract concepts that are explored within classroom lessons. Visits have included Rochester Castle, Rochester Cathedral and local areas of historical interest including residential to Kingsdown and Stubbers. Off-site trips and activities enable our pupils to experience independence beyond their home environment and incorporate a wide range of life skills such as cooking, organising resources and managing themselves. Real-life experiences, such as shopping, journeys on public transport, and using leisure facilities form a vital part of our wider curriculum.

Extra-curricular activities

Lunch time clubs offer the opportunity to develop new hobbies and interests. Certain clubs, such as film, Archery, Computer, Gardening, Football, Board game/Chess club, Art and crafts, Music and playground games are offered as a result of 'student voice'.

Fundraising

We take part in a number of national fund-raising events and theme days, such as Children in need, Mental Health awareness days, McMillan events, Christmas Fayre with proceeds to local charities such as Dogs trust and local Homeless Charities. These events contribute towards pupils' wider personal development.

Subject enrichment days

To gain a deeper and wider understanding of subjects, through immersion in a topic or theme. For example, to gain an appreciation of other cultures or to raise awareness around personal health issues, and Fundamental British values.

Target Setting and Attainment

Assessment is at the heart of teaching and learning. We believe that assessment should be fair, honest, ambitious, appropriate and consistent. We are committed to improving standards of achievement for all our pupils. We set ambitious targets for each individual's future attainment and use our own internal systems for measuring progress. These systems provide us with information about different stages of learning. Teachers assess pupils' knowledge and skills within these stages and use the outcomes to plan the learning for every pupil, to ensure they succeed. Progress data is analysed by teachers and leaders with the aim that all pupils are meeting or exceeding expectations. Where assessment information indicates that this is not the case, action, such as catch-up support, is taken. Summative assessments take place 3 times per year and outcomes are reported to parents at the end of terms 2, 4 and 6.

Assessment

Assessment is used throughout school and college and is the ongoing process of gathering evidence of what each student actually knows, understands, and can do. Comprehensive assessment approaches include a combination of formal and informal assessments—formative, interim, and summative.

Principles of Assessments:

Assessment: Formative and summative assessment is used throughout the school and college and students are assessed at the end of each module and throughout a lesson to ensure they met the lesson outcomes and objectives.

Recording: students progress against the outcomes (as specified in the schemes of work) is recorded by each teacher.

Reporting: the progress made each term is summarised on the end of term report to parents/carers and discussed at interim and annual reviews.

Accreditation: students are on pathways appropriate to their ability. We offer a suite of accreditations from Entry level to A levels. These offers are discussed with parents in regular reviews and options evenings.

Achievement can be demonstrated across the Ripplevale School by the following:

- Pupils achieve the outcomes within their EHCP.
- Pupils demonstrate improved self-regulation leading to increased participation and engagement.
- Pupils regularly attend school/college and realise their potential by developing the skills and resilience they need to access education and perform activities of daily living as children and adults.
- Pupils demonstrate increased social understanding, improved social communication and interaction as well as self-advocacy skills.

- Pupils demonstrate increased confidence with regards to their understanding and use of language.
- Pupils make progress through their planned curriculum, their work reflects this, and they are able to talk about their learning with increasing confidence.
- Pupils achieve external accreditation.
- Pupils engage successfully in appropriate work experience leading to increased life opportunities.
- Pupils are successful in achieving the qualifications they need to successfully transition into further education or employment.
- No pupil or student leaves the school or college without a clear 'onward pathway'.

Curriculum Subject Information:

Language and Literacy

Developing pupils' ability in listening, speaking, reading and writing is an integral part of the teaching of every subject within the formal and wider curriculum. Fluency in the English language is an essential foundation for success and is therefore a high priority for teaching and learning at Ripplevale School and College. The National curriculum in English forms the core of the English curriculum.

Speaking and listening

Spoken language underpins the development of pupils' reading and writing at all stages and is central to our curriculum. We take careful account of pupils SEND when planning for the development of their spoken language. Some pupils will have individual communication and interaction targets that will be supported through speech and language therapy. In addition, we have carefully sequenced the speaking and listening strand of the English curriculum. Through all subjects, we carefully plan how we will support pupils to develop their confidence and competence in spoken language and listening.

Early reading

We adhere to the following principles in the teaching of reading:

- language comprehension and composition develop by pupils listening to and talking about stories and other literature, by talking and discussion throughout the curriculum, and (especially while they are learning to read) by learning poetry and songs;
- decoding and encoding can be taught through a systematic synthetic phonics programme;
- once pupils can read, their language comprehension is driven by the amount they read – their 'reading miles' – as well as the books and other texts they continue to hear read to them, and opportunities to listen and speak;
- spelling is more difficult than word reading and we will need to teach spelling in Key Stage 2 and beyond;
- older pupils, in primary and secondary, who continue to struggle with decoding also need to be taught through a systematic synthetic phonics programme;

- our pupils, who have identified SEND are likely to derive most benefit from direct reading instruction that focuses on systematic synthetic phonics;
- listening to, thinking deeply about and discussing a wide range of texts, including literature, develops pupils' love of reading and enhances their vocabulary
- reading widely, both in school and in their own time, establishes pupils as readers.

Older pupils at an early stage of learning to read: we assess all pupils' reading upon entry. We recognise that any pupil with a reading age below 8 years old is likely to need phonics intervention.

We particularly recognise the importance of reading for pleasure and encourage reading at home with parents/carers. This may take the form of 'being read to' or 'reading with' a parent/carer.

Being able to understand the nuances of the English language is of especially high importance for pupils with autism, which is why we teach a social use of language programme in our PSHE scheme of work and in our intervention classes. Learning accurate spelling, uses of grammar and developing a wider vocabulary are also important aspects to focus on and our intervention programme ensures these needs are met.

Communication with others is taught effectively through written and spoken English.

[Linguistic]

Numeracy and Mathematics

Our teachers strive to incorporate aspects of numeracy and mathematics into every subject area, wherever there is relevancy. We recognise that confidence in numeracy and mathematical skills is a precondition of success across all areas of the national curriculum.

Understanding the importance of mathematics is key to success. The mathematics programme of study (based on the National Curriculum) builds pupils knowledge progressively. Pupils are routinely taught to apply their mathematical knowledge and ways of thinking to reasoning and problem-solving. Some pupils benefit from additional 1:1 support to develop numeracy skills, which is delivered in our Individual student provision classes.

[Mathematical]

PSHRE

We want our pupils to develop as happy, safe and confident individuals, who respect others and who want to look after themselves. We deliver a structured programme of PSHE for our pupils including Relationships and Sex Education (RSE) and on-line safety. Our pupils have a trusting relationship with staff which allows them to talk privately about personal issues when and where such concerns arise. We recognise the increased need that our pupils have within PSHE and dedicate a substantial amount of time to teaching and learning within this area from KS1 through to our post-16 provision. PSHE (allied with general SMSC, see below) also ensures that

students learn about protected characteristics and British Values – learning how to respect the individuality, beliefs and views of others.

[Human and social]

Careers days

Give an insight into different jobs that people in our community do and inspire pupils to work towards achieving their aspirations. Recent career days have included visits from MOD to give talks and hold mock interviews, paramedics to deliver a whole school session on 'lifesaver' training and career dress up day for KS2 and 3.

The exposure to these wider learning experiences promotes the ethos that learning occurs at all times and through different contents, all of which nurture creativity and imagination whilst promoting engagement and learning relevance. These opportunities contribute to raising attainment, motivation to learn, and further help to build resilience and emotional, personal and social development.

The curriculum also intentionally includes experiences to build 'cultural capital'. This can be described as pupils being given an increased understanding and awareness of the world around them, particularly, the chance to experience events and activities first-hand that they may not otherwise have experienced. Planned activities may include Social, Moral, Spiritual and Cultural Experiences.

Careers

All students across all key stages at Ripplevale School and College Rochester have a Unifrog account which they access on a weekly basis to gain information about various Career industries, opportunities, further/higher education, apprenticeships and labour market information. All students from year 8 upwards have access to regular, unbiased, independent Careers guidance from CXK. Students are encouraged to undertake a work experience placement to gain real life experiences of the world of work whether this be internal in our cafe, hair or beauty salons or for those who are ready for external experiences out in the wider community. All college students attend weekly Career sessions as part of their core learning and all students in the school have weekly careers lessons as well as this being embedded within their PSHE lessons to further support their Career aspirations.

[Human and social]

Science

In science at Ripplevale Rochester, alongside the teaching and learning policy, we provide our students with opportunities for self-reflections during lessons, as well as peer on peer assessments, which encourages our students to consider personal choices and improvements between right and wrong, within and during the school, as well as outside the classroom. The science curriculum provides students with tasks and challenges to encourage self-esteem improvement and self-awareness of others.

Also, the curriculum allows opportunities for our students to develop relationships with others and gain confidence to discuss their beliefs, feelings, values and personal

experiences. Students working together as a team gives students an in-depth inside of citizenship and realisation that every individual can do something well and has something to offer. By offering students with these elements, it meets Article 2 and Article 28 for the Rights of the Child, as they apply to every student on the curriculum without discrimination.

Science curriculum intent:

Our aim is to develop Ripplevale Students scientific thinking by becoming responsible citizens that consider not only their health and lifelong journeys, but as global citizens that will influence those that they interact with regarding the environmental impact on the planet. Our students will work with real scientists and contribute to their data in real world-wide scientific investigation, with tangible career links for our students' futures.

1. In science, we have high expectations and strive for excellence by developing scientific thinking.
2. In science, we have clear aspirations that are ambitious by working with real scientists.
3. In science, we develop effective habits of learning and personal conduct by supporting students to know and remember more, and to be able to take charge of their habits, so that they can be their best selves.
4. In science, we use individual tools to support students' learning and development about science and future success.
5. In science, we provide cultural experiences that increase awareness of the diverse and inclusive society around us through the curriculum.
6. In science, we develop critical thinkers who are confident, respectful and responsible young people by preparing students with a skill set, which embraces confidence in their very success.

[Scientific]

Computing (ICT)

Prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. Computing permeates the whole curriculum, with opportunities to develop and use computing skills taken whenever possible. All students have a laptop to equip them with the technologies needed in each area of the curriculum.

On-line safety and being aware of how to be safe when interacting with the wide range of ICT resources available to the school is an entitlement of all members of our school community. Pupils are taught as part of their curriculum about how to recognise and avoid danger when using ICT resources. Staff work to prevent any member of Ripplevale School and College becoming the victim of online exploitation and/or cyber-bullying. Information and resources to use at home are available on our website.

[Technological]

Humanities

Fires students' curiosity about the past in Britain and the wider world. Students learn how the past influences the present and how beliefs and cultures influenced the way people behaved in the past. Provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world and a range of investigative and problem-solving skills.

[Human and social]

Art and Design

Stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world.

[Creative education]

Design and Technology

Provides opportunities for students to become autonomous and creative problem solvers, both as individuals and as members of a team. They also learn practical skills such as cooking which they will use all their lives.

[Technological/Creative education]

Music and Drama

Is a powerful, unique form of communication that can change the way students feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.

[Creative education]

Physical Education

Develops students' physical competence and confidence, and their ability to use these to perform in a range of activities. It provides opportunities for students to be creative, competitive and to face up to challenges as individuals and as part of a team. This is a two-hour timetabled slot per week for key stages 2 to 4.

[Physical and aesthetic]

Outdoor Learning

Outdoor learning has a specific ethos which offers pupils' opportunities to achieve, develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment. Students participate in engaging, motivating, small achievable tasks with opportunities to develop emotional and social skills including developing an understanding for the environment around them.

[Human, technological and social]

Religious Education, Spiritual, Moral, Cultural and Social (SMSC) Education

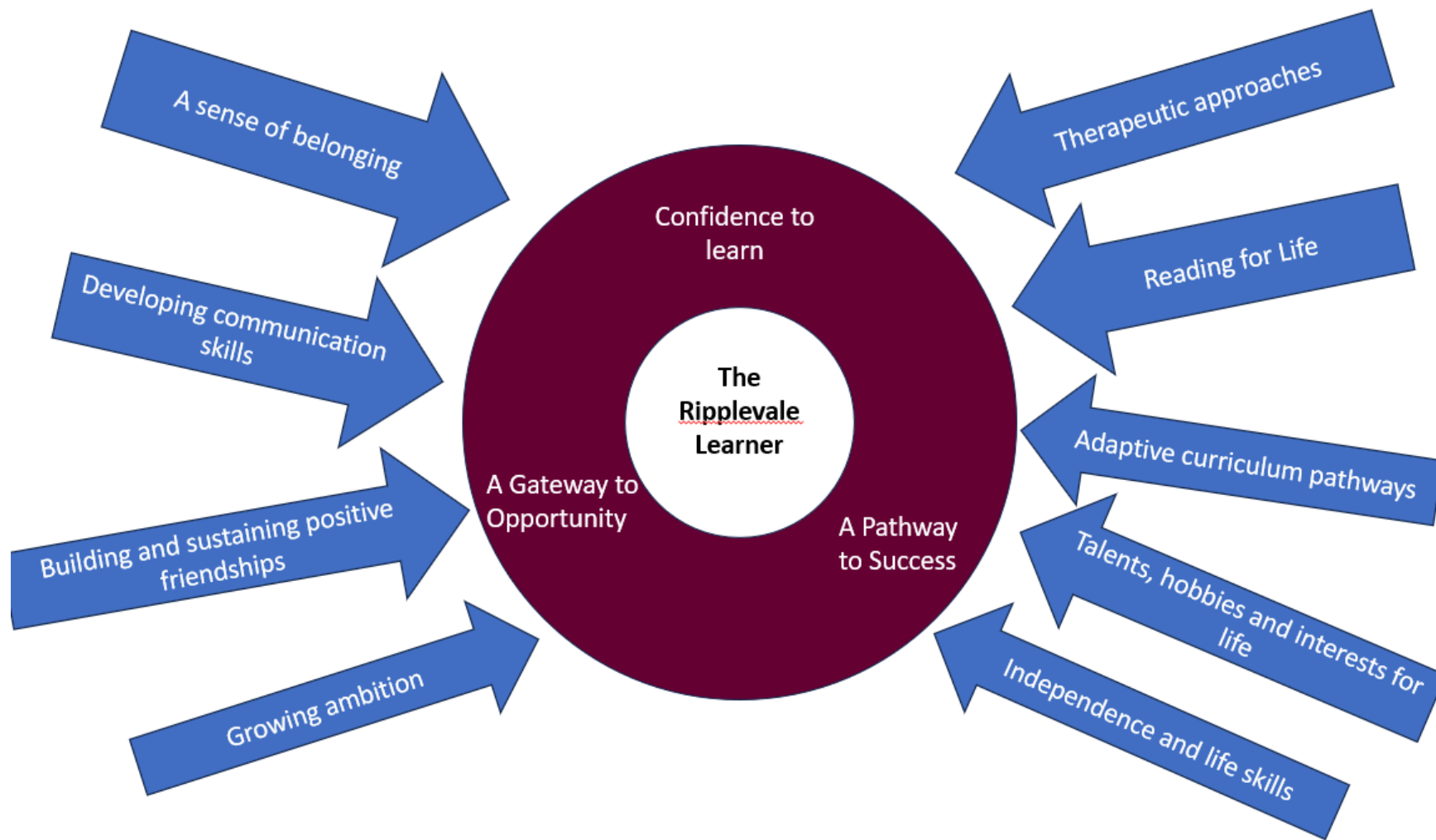
Our approach with Religious Education is non-denominational and covers Christianity and other major world religions. We are sensitive to the range of beliefs among

members of staff and pupils and their families. Our teachers take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and sexual orientation. We actively 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. These concepts are explored during RE and PSHE lessons and are also addressed whenever there is relevancy during other subjects.

Assemblies, trips and visitors provide opportunities to celebrate individual achievement and diversity as well as a forum for discussing respect and tolerance regardless of background.

The school council meetings provide a forum for pupils to express their views and play an active role in the school development. We aim to ensure that our children become valuable and fully rounded members of society who understand the importance of respect and leave school fully prepared for life in modern Britain.

[Human and social]





RIPPLEVALE ROCHESTER – CONFIDENCE TO LEARN, A PATHWAY TO SUCCESS, A GATEWAY TO OPPORTUNITIES

	Year group	Key stage	Academic curriculum	Safeguarding as a golden thread	Group, 1:1 and Embedded Therapies (SALT, OT, Counselling, reading interventions, behaviour support)	Citizenship, SMSC, Fundamental British values	Pupil voice including school council	Mental health and wellbeing	Enrichment: Clubs and Activities, Community Visits, Life Skills, Personal Skills	Class and School Responsibilities
PRIMARY	1	KS1	Building the foundations and confidence to learn: National curriculum:							
	2									
	3	KS2	Speaking and listening							
	4		Early reading							
	5		English and Mathematics							
	6		Adapted national curriculum: Science, Humanities, PSHRE, ICT, Creative and Performing Arts, Art and Design Technology							
SECONDARY	7	KS3	A pathway to success: National curriculum:							
	8		English and mathematics							
	9		Adapted national curriculum: Science, Humanities, PSHRE, ICT, Creative and Performing Arts, Art and Design Technology Careers and work-related learning							
	10	KS4	Bespoke curriculum pathways: Functional Skills Level 1 & 2 English Functional Skills Level 1 & 2 Mathematics							
11	GCSE English and Mathematics Science, PSHRE Life Skills Options: Hair and beauty & Construction Careers and work-related learning									
COLLEGE	Post-16	17-25	A gateway to opportunities:							