



FIVE RIVERS CHILDCARE LTD

Curriculum Policy Appendix - Gullivers Activity Centre

'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'

Policy Owner	Headteacher
Authoriser	Head of Education
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1. Curriculum Policy Appendix

1.2 Curriculum Policy Statement:

This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Gulliver's Activity Centre. The policy aims to consider diversity of beliefs and needs and provide equality of opportunity. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.

Here at GAC we are committed to providing a bespoke, pupil-centred curriculum that meets the individual learning needs, interests, and aspirations of every student. This curriculum framework is designed to ensure that every child has the opportunity to achieve their full potential, fostering a love of learning, critical thinking, and personal growth in a supportive and inclusive environment. The bespoke curriculum is not a one-size-fits-all approach, but rather a dynamic, flexible program that is responsive to the diverse needs of our students.

1.2 Terms and Definitions

The below table sets out several terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural
EBI	Even Better If
EHCP	Education, Health, Care Plans
GAC	Gulliver's Activity Centre
TIE	Trauma Informed Education

1.3 Data Protection

Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General

Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Curriculum Design and Structure:

1. **Core and Foundation Subjects:** The curriculum encompasses all areas of the National Curriculum, including English, mathematics, science, history, geography, art and design, music, physical education, and computing, alongside religious education and citizenship (SMSC). These areas provide the foundation for students' academic development.
2. **Personalized Pathways:** While the core subjects form the essential knowledge base, our bespoke approach offers flexibility. Each pupil's learning pathway is shaped based on their strengths, areas of interest, and developmental needs. This means that students may have a curriculum tailored to:
 - Learning at their own pace, with differentiated support and challenges.
 - Opportunities to explore deep interests, including extended projects or special subjects.
 - A range of enrichment activities that cater to their creative, intellectual, and social development.
3. **Assessment for Learning:** We adopt a formative approach to assessment, using ongoing feedback, discussions, and reflections to shape learning. This ensures that the curriculum is responsive to students' needs. Regular, personalized assessments inform teaching, allowing us to adjust content and teaching methods to reflect individual progress.
4. **Differentiated Approaches:** Every student learns differently, and our bespoke curriculum reflects this. Differentiation occurs across all areas of learning, whether through varying the complexity of tasks, offering additional support, or providing opportunities for greater challenge. This is achieved through:
 - Small group work and one-to-one interventions.

- Project-based learning that allows students to explore topics of personal interest.
 - Use of technology to support individualized learning.
5. **Inclusive Education:** Our curriculum supports pupils with Special Educational Needs and Disabilities (SEND) by offering tailored support and differentiated resources, ensuring that all students, including those with additional needs, can access the curriculum. We collaborate with external specialists as required to provide specific interventions.
 6. **Pupil Voice and Autonomy:** The curriculum encourages pupil involvement in decision-making about their learning. This includes:
 - Regular consultations with students to understand their preferences and interests.
 - Student choice in topics and projects where possible, allowing them to take ownership of their learning.
 - Providing opportunities for students to set personal learning goals and reflect on their progress.
 7. **Cross-Curricular Learning:** We encourage interdisciplinary learning, where skills and knowledge from different subjects are integrated. This allows pupils to see the connections between what they are learning and apply their knowledge in real-world contexts. For example, a history topic may be linked to a project in art, or a science experiment may inform an English writing task.
 8. **Enrichment and Extracurricular Opportunities:** A wide range of extracurricular activities, such as trips, sports, cultural activities, and community projects, complement the curriculum. These opportunities allow students to explore interests beyond the classroom, build resilience, teamwork, and leadership skills, and enhance their personal development.

2.1 Implementation

1. **Staff Professional Development:** Our teachers are central to delivering a bespoke curriculum. We invest in regular professional development to ensure that all staff are equipped with the skills, knowledge, and understanding to effectively implement personalized learning. This includes training on differentiation, formative assessment, and strategies for supporting diverse learners.
2. **Collaborative Planning:** Subject leaders, teachers, and support staff work collaboratively to plan and review the curriculum, ensuring it remains flexible and

responsive to the changing needs of our pupils. Collaboration with parents, carers, and external experts also ensures a comprehensive approach to each child's development.

3. **Parental Engagement:** We recognize the importance of working closely with parents and carers to support each child's learning journey. Regular communication through parent-teacher meetings, progress reports, and workshops ensures that parents are actively involved in the curriculum and can support their child's learning at home.
4. **Monitoring and Review:** The curriculum will be regularly reviewed to ensure it continues to meet the needs of all pupils. This will involve evaluating student progress, gathering feedback from pupils, staff, and parents, and adapting the curriculum as necessary to ensure its continued effectiveness.

Conclusion: Our bespoke, pupil-centred curriculum is designed to foster a love of learning, challenge students to reach their potential, and provide them with the skills they need to succeed in life. By tailoring the curriculum to the individual needs and interests of each pupil, we aim to create an inclusive, engaging, and dynamic learning environment where every student can thrive. Through continuous reflection, collaboration, and a commitment to excellence, we ensure that our curriculum evolves to meet the needs of each generation of learners.

2.2 Our Rationale

A bespoke curriculum offer for each area of the National Curriculum ensures that the educational experience is personalized to meet the diverse needs and interests of students, while still fulfilling the statutory requirements of the curriculum. By tailoring learning experiences, we are able to provide differentiated instruction that engages all learners, from those who need additional support to those who are more advanced.

English: A bespoke approach to English supports the development of literacy skills at varying levels, focusing on personalized reading and writing strategies. It enables students to explore texts that resonate with their experiences while fostering their creative and analytical writing skills, catering to individual learning styles and interests.

Mathematics: Tailoring mathematics instruction allows for flexible pacing, ensuring mastery of key concepts while challenging students to progress at their own rate. This approach emphasizes conceptual understanding, problem-solving, and practical applications of mathematical skills, allowing for a deeper, more personal engagement with the subject.

Science and Technology: A personalized science and technology curriculum promotes hands-on exploration and inquiry, encouraging students to connect scientific concepts with real-world phenomena. It fosters curiosity and critical thinking, allowing students to choose topics of interest and engage in investigations that reflect their passions, while still covering essential scientific knowledge. It also encourages students to

pursue projects that align with their interests, whether in product design, engineering, or systems thinking. It enables students to develop practical skills through tailored projects that connect to real-world challenges, fostering both creativity and problem-solving abilities.

The World Around Us: A bespoke history/geography curriculum creates opportunities for students to explore historical events from diverse perspectives, including topics that are personally meaningful to them. By providing choices in the types of historical topics and themes they study, students gain a more connected and relevant understanding of the past while developing their historical inquiry skills. It also helps students make connections between geographical concepts and their own local or global experiences. By emphasizing the importance of place and environment, this approach supports critical thinking about sustainability, geography, and the interconnectedness of the world, making the learning more engaging and relevant.

Creativity: A bespoke creativity curriculum allows for exploration of a wide range of media and techniques, allowing students to pursue their own creative interests and develop their unique artistic voice. A personalized music curriculum enables students to explore different genres, instruments, and musical styles that resonate with them. This individualized approach encourages students to develop their musical talents at their own pace, enhancing their creativity, performance skills, and understanding of music theory. This flexible approach encourages self-expression, personal development, and a deepened appreciation for the arts.

Physical Education and Well-being: Teaching Physical Education (PE) and well-being is crucial for promoting overall health, fitness, and emotional resilience. PE encourages physical activity, helping students develop strength, coordination, and teamwork, while also fostering healthy lifestyle habits that can last a lifetime. Well-being education supports mental and emotional health, teaching students how to manage stress, build self-esteem, and cultivate positive relationships. Together, PE and well-being equip students with the tools to lead balanced lives, boosting their physical and mental well-being, enhancing their ability to cope with challenges, and encouraging lifelong habits of self-care and personal growth.

Life Skills: Teaching life skills, including cooking and career development, is essential for empowering students to lead healthy, independent, and fulfilling lives. Well-being education promotes mental, emotional, and physical health, helping individuals manage stress, build resilience, and make informed decisions. Life skills like cooking provide practical knowledge that fosters self-sufficiency, improves nutrition, and encourages healthy habits. Career education equips students with the tools and knowledge necessary to navigate the workforce, make career choices, and develop essential skills like communication, problem-solving, and time management. Together,

these skills not only enhance personal growth but also contribute to a well-rounded, balanced life.

In essence, a bespoke curriculum provides a flexible, student-centred approach to learning, ensuring that every child receives an education that is not only rigorous and comprehensive but also meaningful and engaging. It supports both academic achievement and personal growth, helping students to develop as lifelong learners and responsible citizens

The need for a high staff/pupil ratio at the school is recognition of the specific needs of our pupils and the importance of flexibility within or outside the school environment. The teaching process is enhanced by the range of accommodation and adult support opportunities available to us, during the school day.

We start the day in a structured manner with GAC Chat. This is a chance to sets the agenda for learning clearly, and allows reinforcement of messages of community and belonging.


Although structure and consistency are vital, there are opportunities built into the timetable where pupils may have a choice of an agreed activity (Friday reward afternoons), or for therapy, or individual time with someone to support. This balance is constantly monitored and reviewed to ensure we are responding appropriately to needs and likes as they arise.

All core subjects are taught in the morning, due to the nature and concentration levels of our pupils, leaving afternoons for topic-style, cross-curricular learning. Each classroom at GAC, has its very own timetable. This is tailored towards the needs and capabilities of the pupils based within that environment. 'One size does not fit all'.

Cross curricular project work is also an opportunity to provide enrichment activities integrated within the curriculum. The local community is a rich resource, which we utilise wherever possible, for example, for the Humanities; historical, geographical, and religious research and investigation.

Planning documents have been amended for some children who are on the Nurture Pathway. A simplified Nurture PLP has been developed for the wider curriculum and we will adopt an activity carousel for Maths and Literacy planning which will allow the children who are normally reluctant to engage in these subjects, an element of choice throughout the week.

Nurture Pathway PLP													
Name: Date: Session Theme / Focus: Topic goes here!		Session Outcomes <ul style="list-style-type: none"> One Two Three EHCP Target:											
Teacher input / modelling: Independent Activity Focus Skills		Evidence Resources Required Independent Reading Core Learning											
Next steps		<table border="1"> <thead> <tr> <th colspan="2">Areas of Learning</th> </tr> </thead> <tbody> <tr> <td>Science & Technology</td> <td>Creativity</td> </tr> <tr> <td>The World Around Us</td> <td>Skills For Life</td> </tr> <tr> <td>PE & Wellbeing</td> <td>SMSC</td> </tr> <tr> <td colspan="2">AQA Award:</td> </tr> </tbody> </table>		Areas of Learning		Science & Technology	Creativity	The World Around Us	Skills For Life	PE & Wellbeing	SMSC	AQA Award:	
Areas of Learning													
Science & Technology	Creativity												
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AQA Award:													



SUBJECT: Maths		TOPIC AREA: Addition	CLASS/STUDENT: Birch - RW
OBJECTIVE: To develop skills in adding single digit number to a double-digit number up to 20 To develop skills in adding 2 double-digit numbers together To develop skills in adding 3 single digit numbers together			
RESOURCES: Dienes/base ten Activity work pack Numicon Counters Whiteboard and pen Dice Pack of cards			
TARGETED QUESTIONING: What number can I add to 7 to make 10? What is the pair of numbers that add up to 6? If you know $8 + 2 = 10$, can you also work out $2 + 8$? Start at 6, count on 2, then count on 1 more. What number do you land on? What is $6 + 3$? Can you write it as a number sentence? How did you work that out? Can you show me another way to do it? Challenges: "Add $3 + 5 + 2$. What is the total?" "Can you think of another way to add $10 + 6$?"			
TEACHER INPUT/STARTER ACTIVITY: Recap prior knowledge: Begin by briefly reviewing what students already know about numbers and addition. "Who can tell me what happens when we add two numbers together?" Use concrete objects (e.g., counters, cubes, or blocks): Example 1: Hold up 3 red blocks and 2 blue blocks. "Here, I have 3 red blocks. If I add 2 more blue blocks, how many blocks do I have in total?" Start with number bonds (simple facts): <ul style="list-style-type: none"> "What numbers can we add together to make 10? Let's list some pairs." Write out a number sentence on the board: $3 + 7 = 10$. Explain the concept: "When we add 3 and 7, we get 10. This is a number bond to 10. Number bonds help us to know which pairs of numbers make 10." Encourage students to come up with their own pairs: "Can you think of other pairs of numbers that make 10?" Introduce number sentences and commutative property: <ul style="list-style-type: none"> Show that $3 + 7 = 10$ and $7 + 3 = 10$. Explain that addition is commutative, meaning that no matter which order we add the numbers in, we get the same result. "If I add 3 and 7, I get 10. And if I switch them around, I still get 10. So, $7 + 3 = 10$." Use a number line: <ul style="list-style-type: none"> Draw a simple number line from 0 to 10. "Let's start at 4 on the number line. If we add 3, we move 3 steps forward: 5, 6, 7. So, $4 + 3 = 7$." "Let's try another one: Start at 6. If we add 2, where will we land on the number line? Yes, 7! So, $6 + 2 = 7$." Use interactive methods: <ul style="list-style-type: none"> Number line jump: Use a large number line on the floor or board. Have students physically jump or point to the numbers as you ask them to count on by 2, 3, or more steps. Interactive whiteboard activity: Write an addition sentence on the board, such as $4 + 3 = 7$. Ask the class to solve it together, either by using the number line or by counting on fingers. 			
ACTIVITY CAROUSEL			COMPLETED
1	Addition facts bingo - match numbers to number sentences		
2	Addition facts up to 20 - mosaic		
3	Fact families within 10		

2.3 Impact

Our overall goal is to create an environment which allows our pupils to achieve their own academic targets, as well as SMSC values. This includes working in an integrated way, with care and clinical teams to:

- Progress towards their academic age-related expectation
- Increase social and emotional awareness
- Pupils that have had long/sustained periods of time out of education will be presented with the opportunity to follow a personalised educational timetable, studying the 7 areas of learning.
- Pupils will be able to address previous trauma and plan for a positive future (mentally and emotionally), by working closely with their assigned Five Rivers clinical psychologist (one session per week).
- Allow pupils to build and maintain positive and meaningful relationships with both staff and peers
- Re-establish trust in adults and their intentions
- Increase self-esteem and belief in their abilities
- Develop further communication skills and the ability to verbalise needs.

The educational team will identify the success of each pupil and the impact that their personalised curriculums have had, via the following avenues:

- Assessment and attainment – staff are able to link each lesson's success criteria (regardless of their outcome), that each pupil obtains on a daily/termly basis through the assessment tools created for each subject This is then recorded/monitored on each pupil's 'Pupil Profile'.

- Pupils attitude towards learning – Staff will constantly assess how each pupil presents themselves, when the work/daily timetable is presented/discussed.
- Work produced in books/lessons – The marking that is undertaken, will provide staff with the opportunity to assess each pupil's efforts and the presentation of their work. This is then marked, according to the school's marking policy.
- Pupil voice – All pupils are asked on a daily (GAC Chat) and on a half termly basis (via the official pupil voice electronic documents), on their thoughts and feelings, relating to how they feel in school and about their feelings on various topics and themes are covered, ranging from what's going on around the world, to what's happening in school, that week.
- Review of objectives and targets set from PEPs and annual EHCP reviews- PLAN, DO REVIEW