



'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'

Curriculum Policy Appendix

Willow Haven Centre

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Original Issue	21/11/2025
Date of Last Review	01/09/2026
Date of Next Review	01/09/2027
Version	V1

© Five Rivers Child Care Limited 2019, All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Table of Contents

1. Policy	3
1.1 Policy Statement	3
1.2 Terms and Definitions	3
1.3 Data Protection	3
1.4 Disclosure of Information	4
2. Curriculum Design and Structure	4
2.1 Implementation	5
2.1.1 Conclusion	5
2.3 Our Rationale	6
2.3.1 Creativity	6
2.3.2 Life Skills	6
2.3.3 English	6
2.3.4 Mathematics	6
2.3.5 Science and Technology	7
2.3.6 The World Around Us	7
2.3.7 Physical Education and Well-being	7
2.4 Curriculum	7
2.5 Impact	8

1. Policy

1.1 Policy Statement

This document is a statement of the aims, values and strategies used for the development of our curriculums undertaken within Willow Haven 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 Willow Haven Centre 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 a number of terms and definitions used within this document:

Term	Definition
SMSC	Social, Moral, Spiritual and Cultural
EBI	Even Better If
EHCP	Education, Health, Care Plans
WHC	Willow Haven Centre
TIE	Trauma Informed Education

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention 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. **A creative bespoke curriculum:** Through a visually creative curriculum, we will offer elements of the National Curriculum subjects that are bespoke and thoughtfully designed to meet each individual's unique needs.
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, personalised 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.
 - Visually creative 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.

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.

2.1.1 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.

2.3 Our Rationale

A bespoke creative curriculum offer ensures that the educational experience is personalised 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.

2.3.1 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.

2.3.2 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.

2.3.3 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.

2.3.4 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.

2.3.5 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 enables students to develop practical skills through tailored projects that connect to real-world challenges, fostering both creativity and problem-solving abilities.

2.3.6 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.

2.3.7 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.

2.4 Curriculum

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 Willow Haven Centre Chat. This is a chance to set 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.

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, the locality and site provides us with a wealth of opportunities for work experience and improving social and life skills.

2.5 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 many areas of learning based on need.
- 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 (Willow Haven Centre 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