



Curriculum Policy

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Ratified: October 2025

Review: October 2026

Chair of Governors:

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Headteacher:

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1. Introduction

At The Orchard School, our curriculum is the framework through which we deliver our mission: "Everyone Matters, Everyone Cares." This policy sets out how our curriculum meets the needs of our pupils and aligns with our ethos, values, and statutory expectations, including the updated Ofsted Education Inspection Framework (EIF, November 2025) and DfE curriculum requirements.

The purpose of this policy is to ensure our curriculum is ambitious, inclusive, and meaningful - developed specifically for pupils with social, emotional, and mental health (SEMH) needs. It places wellbeing and Therapeutic Thinking (TT) at its core, recognising behaviour as communication and education as a vehicle for growth, regulation, and personal achievement.

2. Ethos and Curriculum Drivers

Our curriculum is guided by The Orchard School's Mission, Vision and Values. The two core drivers that shape our curriculum intent, implementation and impact are:

- Wellbeing – Emotional, mental, and physical wellbeing are prioritised across the curriculum.
- The Orchard School Values – Trust, Belonging, Aspiration, Voice, Pride, and Curiosity.

2.1 Our Mission and Vision in Curriculum

At The Orchard School, our Mission and Vision underpin every element of our curriculum.

Mission:

Everyone Matters. Everyone Cares

We believe every child has the potential to grow, thrive and succeed when provided with the right environment, relationships, and support.

Vision:

We are a therapeutic and inclusive community where relationships come first, behaviour is understood as communication, and every pupil is supported to grow and thrive.

Our curriculum brings this to life by:

- Prioritising relationships, emotional safety and belonging.

- Embedding therapeutic principles in learning and behaviour.
- Ensuring every child feels safe, valued, and empowered to reach their full potential.

2.2 Embedding Our Values in the Curriculum

Our six school values are woven through every aspect of curriculum design, delivery and impact. These values are not taught in isolation - they are modelled, reinforced, and embedded in everyday interactions, lessons, projects, and celebrations.

Value	How it's reflected in the curriculum
Trust	Predictable routines, adult modelling, relational safety in all classrooms
Belonging	Inclusive topics, visual representation, consistent class groups
Aspiration	Personalised targets, accredited qualifications, high expectations
Voice	Pupil voice panels, self-assessment, opportunities to reflect and express
Pride	Recognition boards, celebration of effort and progress, pupil displays
Curiosity	Enquiry-based learning, themed weeks, responsive teaching, outdoor learning

3. Curriculum Intent

Our curriculum is designed to:

- Support the holistic development of every pupil - academically, socially, emotionally and personally.
- Build emotional literacy, resilience, independence and confidence.
- Address individual EHCP outcomes and therapeutic needs.
- Equip pupils with the knowledge, skills and experiences needed to succeed in life beyond school.
- Celebrate diversity, promote inclusion and foster a strong sense of self and community.

4. Curriculum Structure by Phase

Our phase-based approach ensures continuity and coherence while meeting pupils' developmental needs. Key Stage 2 and Key Stage 3 follow a Primary-style model to provide predictability, strong relationships and a safe base for learning. Key Stage 4 adopts a Secondary model to prepare pupils for adulthood.

Key Stage 2 (Primary Model)

- Class-based structure with integrated therapeutic support.
- Core curriculum includes phonics, literacy, numeracy, PSHE and topic work.
- Enrichment includes outdoor learning, sensory circuits and creative subjects.

Key Stage 3 (Primary Model)

- Continued Primary-style approach to support regulation and engagement. • Gradual introduction of subject specialism (e.g. PE and Food Technology).
- Therapeutic support embedded through class teams and routines.

Key Stage 4 (Secondary Model)

- Accredited pathways including Functional Skills, Entry Level, ASDAN, AQA Unit Awards and vocational tasters.
- Timetabled PSHE, RSE, careers education and life skills.
- Work experience, college links and preparation for adulthood.

5. Implementation

Our curriculum is delivered by a skilled, trauma-informed staff team. Implementation is relational, predictable and personalised. Teaching Assistants and Learning Mentors support access and regulation.

- Adaptive teaching supports individual needs and interests.
- Class teams provide consistency, routine and safe relational practice.
- The school day is structured around readiness, regulation and relationships.
- Pupils access adaptive technology, including iPads with accessibility features, to support regulation, communication and curriculum access.

6. Curriculum Impact and Assessment

- Progress is measured through academic systems and therapeutic frameworks.
- Tools include EHCP target reviews, emotional development targets and internal data.
- Impact is defined through progress in learning, engagement, attendance and emotional development.

7. Wider Curriculum and Enrichment

The wider curriculum at The Orchard School is central to our therapeutic and relational approach. These experiences enable pupils to apply their learning in realworld contexts, build social confidence and develop cultural capital.

- Outdoor learning, Forest School, creative arts, and sport.
- Drop-down days focused on PSHE, careers, wellbeing and themed enrichment.

- Educational visits and residentials that promote independence and teambuilding.
- Therapeutic interventions, sensory integration, and pupil voice projects.
- Use of adaptive technology including iPads and accessibility tools to support engagement.
- Specialist software such as Everway (specialist engagement and assessment software) to capture learning and personalise pupil progress.

8. Statutory Compliance and DfE Expectations

- Curriculum includes statutory RSHE, RE, PSHE, British Values and equality education.
- Careers education meets Gatsby Benchmarks and supports Preparation for Adulthood.
- Curriculum access and adaptation aligned with the SEND Code of Practice.

9. Leadership, Monitoring and EIF Alignment

- Curriculum oversight is led by the Senior Leadership Team and phase leaders.
- Regular review cycles are in place to evaluate curriculum quality and pupil outcomes.
- Policy reflects the EIF (Nov 2025) focus on adaptive teaching, holistic impact and protected characteristics.

9a. The Orchard School Rules

At The Orchard School, we keep things simple and consistent. Our three rules are the foundation of how we behave, learn and belong:

Ready – Respectful – Safe

These rules are rooted in our Mission, Vision and Values: "Everyone Matters, Everyone Cares."

They are for everyone - children, staff, visitors and families - and they are brought to life through kind, clear and consistent adult behaviour.

We define them as:

- Ready: We arrive prepared to learn, listen and participate.
- Respectful: We show respect to ourselves, each other and our environment.
- Safe: We make choices that keep everyone safe - physically and emotionally.

These rules are reinforced daily through The Orchard Way and support a culture of care, trust and belonging. They help create a learning environment where every pupil feels safe, valued, and empowered to reach their full potential.

10. Policy Review and Approval

This policy will be reviewed every 2 years by the Headteacher and Curriculum Lead and approved by the Full Governing Body.