



Reynolds Cross Vision:

*Reynolds Cross is a safe, supportive and fun environment
that nurtures individuality and enables
every child to flourish to be the best that can be.*

Curriculum Policy

Date adopted: May 2023

Next Review date: May 2024



Curriculum Policy

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1) Curriculum intent

What do we want our pupils to learn?

The views of our stakeholders (staff, parents, pupils and Governors) have been used to create six statements that highlight what we want our pupils to learn about before they leave school. These are:-

- 1) Learners are fully involved in the process of looking after themselves.
- 2) Learners have high levels of wellbeing and happiness.
- 3) Learners are able to communicate their wants and needs to others.
- 4) Learners are able to be part of their communities.
- 5) Learners are able to self-regulate and manage their emotions.
- 6) Learners are prepared for the next stage in their lives and continue to be interested in learning new things.

In addition to this, information from staff teaching different aged pupils has been used to break down these statements to clearly show what we intend the majority of pupils to learn by the end of each Key Stage, from when they arrive in early years until they leave at the end of Year 14. These statements form the basis of the curriculum. An example of this is shown below showing the expectations for the end of Key Stage 1:-

CURRICULUM INTENT STATEMENTS	Learners are fully involved in the process of looking after themselves.	Learners have high levels of wellbeing and happiness.	Learners are able to communicate their wants and needs to others.	Learners are able to be part of their communities.	Learners are able to self-regulate and manage their emotions.	Learners are prepared for the next stage in their lives and continue to be interested in learning new things.
 KEY STAGE 1 INTENT STATEMENTS	Through <u>acceptance of guidance from staff with personal care</u> most learners will work towards developing simple independent living skills, that enable them to care for themselves.	Through <u>supported participation in fun learning activities (including physical activities)</u> most learners will work towards developing basic skills in order to keep themselves fit and healthy.	Through <u>encouragement to communicate and exploration of different methods</u> most learners will work towards being able to make their needs known in their preferred way.	Through <u>opportunities to play and interact with both adults and peers</u> most learners will work towards being able to access hobbies and interests in meaningful ways.	Through <u>exploration of puzzles, games and other motivating activities</u> most learners will work towards developing their attention and listening skills and will learn how to learn.	Through <u>exploration of the world and familiarisation with daily routines</u> most learners will work towards being able to understand the concept of 'future' (time) and make choices about future events.









2) Curriculum implementation

How is our curriculum organised in order to achieve our curriculum intent?

2.1 Reynolds Cross subjects – making subjects meaningful

Information from the curriculum intent has been used to determine subject headings that address priority areas of learning for Reynolds Cross pupils in a meaningful way. Subjects are split into 'Core subjects' and 'Explore subjects'. 'Core subjects' cover the basic everyday skills learners need (such as communication, living skills and reading) and need to be taught in a personalised way. 'Explore subjects' are those that allow pupils to explore the wider world – providing a broad and balanced curriculum through lots of different experiences and opportunities.

The subject headings are shown below along with their definitions, the National Curriculum coverage for each subject (additional information about meeting the National Curriculum requirements can be seen section 4) and links to the EYFS framework.



	Subject	Definition	National Curriculum Coverage	Main 'Early Learning Goal' coverage
CORE SUBJECTS	 my communication	'My communication' aims to develop skills pupils will need to effectively communicate with others and includes aspects of speaking, listening, reading and writing.	English (including Reading)	Communication and language Literacy (including reading)
	 myself and others	'Myself and others' aims to develop the personal and life skills pupils need to support with looking after themselves and to enable them to form positive relationships with others.	PSHE (Reynolds Cross Curriculum) Relationships and sex education	Personal, social and emotional development
	 my learning	'My learning' aims to develop functional skills pupils need to live their daily lives and includes mathematical, computing and scientific enquiry skills.	Mathematics Computing Science STEM	Mathematics Understanding of the world
	 my health	'My health' aim to develop the skills pupils need to support their own physical, mental and emotional wellbeing and includes areas such as physiotherapy and healthy eating.	Physical Education	Physical development
EXPLORE SUBJECTS	 my community	'My community' aims to develop skills pupils will need to be active members of their own communities and includes personal enrichment, travel training and caring for the environment.	Personal and social education Citizenship	Personal, social and emotional development
	 my world	'My world' aims to help pupils gain an understanding of the world around them and includes opportunities to learn about history, geography, different cultures and religions, art and music.	Art and Design / Design and Technology Music / History / Geography / Modern Foreign Languages (where appropriate)	Expressive arts and design
	 my future	'My future' aims to develop the skills pupils need for managing transitions and making decisions both during and post school.	Careers	Understanding of the world
	 my special events	'My special events' are a range of activities designed to engage pupils in current events and provide opportunities to experience changes in routine.	Religious Education SMSC British values	Understanding of the world

2.2 Curriculum sequencing – ensuring progression through the different subjects

In order to ensure progression in each of the subject areas, the curriculum intent statements have been used to provide more detail about what pupils need to learn in each Key Stage. This ensures that previous knowledge is built upon and learning is sequenced. Two examples for the subjects 'my community' and 'my health' are given below.

DEVELOPMENTAL AREAS OF LEARNING

Subject	EYFS	Key Stage 1	Key Stage 2 Lower	Key Stage 2 Upper	Key Stage 3	Key Stage 4	Key Stage 5
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My community	Getting to know new people and places	Play and/or leisure	Getting out and about	Caring for the environment	Travel training	Community involvement	Community inclusion
	Pupils will be encouraged to explore their new environment and develop positive relationships with others (especially following separation from parents/carers)	Pupils will be encouraged to explore their hobbies and interests in meaningful ways. They will also experience new activities that are considered positive alternatives to work.	Pupils will develop the skills needed to access community facilities. This may begin with practicing in the classroom setting and then develop into occasional or regular visits to a familiar place.	Pupils will be taught to respect their surroundings. This begins with their immediate environment and develops into wider community through exploring issues of pollution/litter and caring for plants.	Pupils will be taught to be safe in the community by developing pedestrian skills, such as walking, staying with staff, traffic awareness, what lights/signals mean, safe use of pedestrian crossings and exploration of the wider world.	Pupil will be able to recognise ways that they can become involved in the local community such as being part of their class, phase, school and wider community..	Pupils will consolidate the skills they have been taught throughout school so they can become part of their communities through involvement in a variety of activities e.g. using local facilities such as shops, cafes, leisure centres, travel training etc.
My health	Looking after my body	Keeping fit	Emotions and wellbeing	Healthy living	Getting help	Healthy body, healthy mind	Making positive lifestyle choices
	Pupils will be encouraged to start developing the foundations needed for a healthy body and mind through exploring their own gross and fine motor abilities.	Pupils will develop basic skills in order to keep themselves fit and healthy. Activities will possibly include games, dance, sensory circuits and swimming.	Pupils will develop an understanding of their own emotions and how to manage them effectively. Pupils will also explore strategies to support with their mental health and wellbeing.	Pupils will be exposed to a variety of healthy food through play, cooking and structured activities. Pupils will also be encouraged to make healthy lifestyles choices e.g. diet, exercise, medication, smoking, drugs and alcohol.	Pupils will be able to request help when needed. They will be able to identify people who may be able to help them and access health services, e.g. school nurse, first aid, or community facility such as making a doctor's appointment.	Pupil will explore and express opinions on a range of possible activities that will allow them to have a healthy body and a healthy mind.	Pupils will consolidate the skills they have been taught throughout school so they are able to make positive lifestyle choices and this will support them to have high levels of wellbeing and happiness.
<i>Please note that for the purposes of planning Key Stages 1 (years 1/2), 2 lower (years 3/4) and 2 upper (years 5/6) all have a two year cycle. Key stage 3 (years 7/8/9) has a three year cycle.</i>							

These may seem challenging as learners get older as they cover concepts that are more complex, however, these will be carefully differentiated by teachers when planning. For example ‘travel training’ – could mean catching a bus independently but could also mean teaching early pedestrian skills such as cooperating with a member of staff when moving around school or role playing crossing the road in the classroom.

As some classes may contain pupils from different Key Stages teachers will accommodate for this – providing the appropriate opportunities and working with other teachers, for example, grouping pupils in Key Stage for some sessions and sharing planning to reduce workload.

If a learner arrives in school without having previously followed the Reynolds Cross curriculum (e.g. transferred from another school, moved to the UK from another country) teachers should continue to plan using progression descriptors for the relevant Key Stage. However, learners should be given time to adjust and be baselined using the school’s assessment tools so that appropriate targets can be set.

2.3 Curriculum design – a thematic approach to allow everyone to work together




The curriculum has a thematic approach to give some context to learning and to allow the whole school to work on the same topic at the same time. This gives opportunities for both pupils and staff to work together. Topics therefore cover relatively basic concepts so they are accessible for younger pupils and are functional for the older pupils.

The topics are grouped into three categories which are linked to a range of National Curriculum subjects. These are covered during different terms as follows:-

- Autumn term = creativity (art and design, design and technology and music)

- Spring term = humanities (history and geography)
- Summer term = science (elements of chemistry, physics and biology).

Additional information about meeting the National Curriculum requirements can be seen section 4.

		
<u>KS1 Design and technology</u> -Design/Make/Evaluate -Technical knowledge <u>KS1 Music</u> -Use voices -Play instruments -Listen -Create sounds	<u>KS1 Geography</u> -Place knowledge -Geographical skills and fieldwork -Human and physical geography -Locational knowledge	<u>KS1 Biology</u> -Living things and their habitats -Plants -Animals including humans

The curriculum has been designed so that the majority of the time topics can be used to support learning. However, there may be some areas of the curriculum where the topic is not relevant. In these cases discrete lessons, not linked to the topic, will be taught (for example when teaching Sex and Relationships education).

2.4 Curriculum coverage – long term planning providing a broad and balanced curriculum

Each subject has a long term plan outlining what is to be taught in each Key Stage and, where relevant, National Curriculum links (additional information about meeting the National Curriculum requirements can be seen section 4). Each sheet contains ‘important information’ about the subject which outlines how to use each sheet and any additional information including location of resources to support with planning. An excerpt from a long term plan can be found in the appendix.

2.5 Medium and short term planning expectations – creating logical sequences of lessons

Each class has one medium term planning document to complete which allows for key information to be accessible to everyone, reduces repetition workload and ensures cross curricular links can be made. The document takes teachers through the planning process by asking them six different key questions and, by answering these, teachers create their medium term planning. The question asked are as follows:-

Stage	Key question	What teachers are asked to do
1	What do we want our pupils to learn?	Add pupils initial next to the appropriate Key Stage curriculum intent statements so teachers can see what pupils in the class should be aiming for.
2	What subject content will be covered?	Fill in the subject content using the long term plans sheets. This will produce a topic map for the term.
3	What differentiated learning objectives do the pupils need to work towards?	Create a list of the priority targets for pupils for the term and the source of these.
4	How will teaching and learning be organised?	Create a timetable giving pupils the opportunity to study all of the subjects, however, how much time they spend on each subject will depend on the classes needs, as identified in stages 1-3. For example, if in stage 2 it is highlighted that a class has high 'my health' needs and lots of associated targets (e.g. physiotherapy) then the timetable should reflect this.
5	What activities will the pupils do?	At this point teachers should consider what they are teaching, to who and when? Activities should reflect stages 1-4, taking into account key stage intent, subject coverage, differentiated learning objectives and weighting on their own timetable. In the 'what?' teachers should record a summary of what they are planning to teach in the session/series of sessions. It may look different for different classes as, depending on the needs of the pupils, some may have lots of repeating activities while others may need to provide a series of developmental lessons.
6	How is the impact of teaching and learning going to be measured?	This is in two stages. At the beginning of term teachers should record how they plan to gather evidence and assess pupils' progress. At the end of a term teachers will record pupils progress as well as how successful the term (and curriculum) was.

As long as teachers provide a detailed medium term plan and share with class staff information about lessons (e.g. role of support staff, pupil targets, resources etc.), there is no requirement for lesson plans to provided.

2.6 Planning age appropriate learning – providing opportunities to experience new activities

When pupils are introduced to new resources and activities (e.g. a book for a teaching activity), these are as age appropriate as possible reflecting, where possible, some of the themes mainstream peers may be accessing. This requires adaptations such as using simplified language, addition of Makaton symbols etc. and provides the opportunity for pupils to experience new things and to grow and develop. However, pupils are also encouraged to make choices and have autonomy so, during leisure and reward times, pupils can select the materials and resources that they find enjoyable which may or may not be age appropriate.

2.7 Curriculum development groups – supporting continuing curriculum development

Each subject is allocated a curriculum development team comprising of a lead teacher and a group of three or four learning support assistants. Leads are decided upon based on importance of the subjects and the interests of the teacher, with TLR3 and UPS teachers usually being given the role of leading the core subjects. The curriculum development group teams meet regularly to develop their area, providing leadership and management for their subject. This includes ensuring the effective use of resources and working to improve standards of learning and achievement for all pupils. In addition to subject related groups, further groups are set up for different age pupils (EYFS and 14-19 Stage) and pupils that may require a more specialist approach (PMLD, ASD and Challenge [for more able pupils]).

2.8 Additional information about Early Years Foundation Stage (EYFS) – meeting the needs of our youngest pupils

The EYFS is based at the 'Green Lane Site'. It caters for children of Nursery and Reception age (3-5), giving them access to an Early Years style of curriculum, with adaptations to suit different learning needs and styles. Children attend for 3 hours a day for their nursery year, and full time for their Reception year.

The EYFS department acts as an assessment setting. While many of the children continue to Reynolds Cross for their Year 1 year, some are assessed as having learning needs that may be better met in other provisions.

The EYFS focuses on the 'Prime Areas' of; Communication, Physical Development, and Personal Social and Emotional Development. These areas underpin much of children's early learning and development, and so are evidenced through all learning opportunities in some form. Then the 'Specific Areas' of Mathematics, Literacy, Understanding the World, and Expressive Arts and Design form additional aspects of the children's learning.

The learning opportunities within the EYFS comprise a mixture of free play opportunities through 'Continuous Provision', and adult directed learning opportunities either 1:1 or in small groups. Every part of the day is considered a learning experience, with learning opportunities embedded throughout routines such as mealtimes and self-care tasks, as well as within discrete 'lesson' activities.

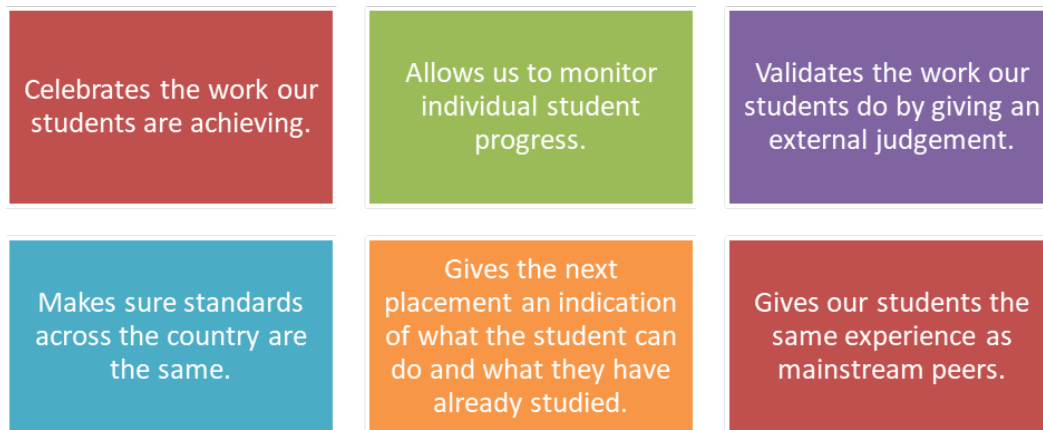
Children's progress towards 'Early Learning Goals' is assessed using small step target trackers, ensuring that every achievement is valued.

2.9 Additional information about 14-19 Stage (Key Stages 4 and 5) – meeting the needs of our oldest pupils

The 14-19 Stage was created so students in Key Stages 4 and 5 have the opportunity to spend a full five years working on preparation for life after school and their next destinations. The students study the same subjects as the rest of school, however, learning is more personalised as each follows their own accredited programme of study (including meeting the National Curriculum statutory requirements for pupils in Key Stage 4). There is a wide range of activities on offer including opportunities for students to choose their own enrichment options, complete life skills work, use community facilities and experience of range of tasks to support future destinations such as work experience and tasters, college link course and positive alternative to work sessions.

Achievement in the 14-19 Stage is accredited through a range of Entry 1, 2 and 3 qualifications. The awarding body we use is ASDAN and we currently offer Personal Progress, Employability and Personal & Social Development. Work is undertaken in units and students leave with a range of awards, certificates and diplomas.

The diagram below outlines the reasons we work on qualifications with our pupils.










3) Curriculum impact

How do we measure how successful our curriculum is?

Measuring the success of the Reynolds Cross curriculum is on going and is done by looking at how well the aims of the curriculum are met. A report summarising the outcomes of these factors is created at the end of each academic year and an action plan for curriculum development activities for the next year is also created at this time, ensuring any successes are built upon and any areas for concern are addressed.

The table below shows the different areas that are measured when assessing the success of the curriculum.

What does the Reynolds Cross School Curriculum offer?		What is the aim?	Examples of how this is this measured
 <p>PUPIL PROGRESSION</p>	We ensure that pupils are making progress when following the curriculum.	Personal targets (linked to Education Health and Care Plans)	
		Academic targets (linked to Developmental Walls)	
		PECs data	
		Behaviour monitoring	
		Attendance monitoring	
 <p>PUPIL SUPPORT</p>	We ensure that a range of strategies and interventions are put in place if pupils are having difficulties following the curriculum.	Data meetings	
		Tracking of vulnerable groups.	
 <p>EVOLVING PROVISION</p>	We ensure the curriculum is regularly updated and improved.	Feedback from staff	
		Feedback from parents	
		Feedback from pupils	
		Feedback from other agencies	
 <p>HIGH STANDARD DELIVERY</p>	We ensure that curriculum delivery is of a high standard.	Planning scrutiny	
		Work scrutiny	
		Timetable audit	
		Internal moderation of work	
		External moderation of work	
		Lesson observations	
		CPD opportunities	
Performance reviews			
 <p>EFFECTIVE TEACHING</p>	We ensure all curriculum subjects are taught effectively.	Subject leadership groups action plan scrutiny	
		Subject leadership files scrutiny	
		Termly subject focus	

 CELEBRATION OF SUCCESSES	We ensure curriculum successes are celebrated and shared with next destinations.	Retention data
		Qualifications data
		Certificates and trophies
 PLANNING FOR THE FUTURE	We ensure our future planning (CEIAG) provision delivered through the curriculum is effective.	Destinations data
		Gatsby benchmarks

4) Legislation and guidance

This policy reflects the requirements of the 'National Curriculum programmes of study', which all maintained schools in England must teach. However, when following the National Curriculum, the focus is on selected, relevant areas and that there is deviation from age-related expectations as they are not appropriate for the vast majority of the pupils who have severe and complex learning difficulties. However, relevant content will be introduced where possible but this will be later than set out in the programmes of study. Opportunities to follow the National Curriculum are provided through the curriculum as follows:-

Area of Reynolds Cross curriculum	Links to the National Curriculum
Subject headings	Reynolds Cross subject headings are linked to National Curriculum subjects.
Topics	Topics are linked to National Curriculum areas as outlined in section 2.3. In each Key Stage pupils will formally cover all of these subjects at least once ensuring access to a broad and balanced curriculum.
Long term plans	The National Curriculum has been used to provide ideas for learning opportunities for all of the subjects (with the exception of 'my future' which is based on the Gatsby Benchmarks). Also, National Curriculum programmes of study and relevant Key Stages are referenced on the long term plans so they can be used to create further opportunities for learning.
Cross curricular links	Further opportunities to access the National Curriculum are provided in a cross curricular way. For example, when pupils are learning about 'body awareness' as part of 'my health' in Key Stage 1, links are given to the National Curriculum programme of student for physical education, however, pupils may also be exploring aspects of science, English etc. The results of this will be recorded on the schools assessment tool.

The curriculum 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'. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the 'Early Years Foundation Stage (EYFS) statutory framework'.

5) Roles and responsibilities

5.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- All courses provided for pupils below the age of 19 that lead to qualifications are approved by the secretary of state.
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

5.2 The Headteacher

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 pupils will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs.

5.3 The Curriculum Lead

The Curriculum Lead will work with the Headteacher to monitor provision is in place and ensure that:

- The curriculum is ambitious and designed to give all of the learners the knowledge they need to succeed.
- The Headteacher and Governing body are advised regarding the impact the curriculum has on the quality of education and improved outcomes for pupils.

5.4 Curriculum Development Group Leaders

The Curriculum Development Group Leaders and their teams will work with the Senior Leadership Team to monitor provision is in place and ensure that:

Strategic direction	<ul style="list-style-type: none"> ● Promote the subject, its importance, and the value it brings across the school ● Have a good understanding of how well the subject is being delivered and the impact it has on pupil achievement ● Develop and review regularly the vision, aims and purpose for the subject area and use this to produce an action plan (linked to the school improvement plan).
Leading the curriculum	<ul style="list-style-type: none"> ● Oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress ● Have a good understanding of how the Reynolds Cross curriculum subject is linked to the National Curriculum and any other relevant statutory requirements ● Work with the curriculum lead to ensure the planned curriculum is effectively and consistently implemented across the school (including through visiting lessons, scrutinising books). ● Work with the curriculum lead and assessment lead to ensure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning ● Work with the curriculum lead and assessment lead to analyse pupil achievement and put in place any required interventions for the subject area.
Efficient and effective deployment of staff	<ul style="list-style-type: none"> ● Establish an effective curriculum development team and hold regular meetings on the subject to keep the wider school staff informed on any developments or changes ● Provide support to staff regarding teaching and learning, resources, and planning in the subject area ● Identify training needs and provide continuing professional development (CPD) in the subject area ● Support teachers to make accurate assessments and manage internal/external moderation as appropriate.
Deployment of resources	<ul style="list-style-type: none"> ● Acquire and maintain an accessible bank of resources for the subject area. ● Set up and maintain an accessible bank of electronic information and other resources that may support staff to teach the subject.

5.5 Class teachers

Class teachers are responsible for implementing the curriculum and that:

- Lessons are sequenced to ensure subsequent learning takes place.
- Opportunities for pupils to make progression are provided.
- Their allocated curriculum development group is managed effectively.

5.6 Other staff

Support staff will ensure that the school curriculum is implemented in accordance with this policy.

6) Inclusion

All pupils at Reynolds Cross have special educational needs and teachers set high expectations for all of them. Teachers will also use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

7) Links with other policies and documents

This policy links to the following policies and procedures:

- EYFS policy
- 14-19 Curriculum policy

Other useful documents include:

- Curriculum development – planning guidance

This document can be found in W:\Curriculum and planning\Curriculum guidance and provides information about the planning process and details of where further useful information can be located.

- Curriculum development part one – Curriculum intent
- Curriculum development part two – Curriculum implementation
- Curriculum development part three – Curriculum impact

APPENDIX – Excerpt from a long term plan



KEY STAGE 123 - Long term plan for 'My Community'

Important information about 'My Community'

- Guidance about curriculum coverage is given below, however, activities related to 'My Community' should be personal to individual pupils' needs and circumstances (i.e. any 'My Community' related targets detailed in a pupil's Education Health Care Plan can take priority over the coverage given below).
- Please see 'My World' for details of the topic focus for each term which will give additional context to the coverage outlined below.
- All pupils, regardless of ability, should be able to cover the areas below although this will have to be differentiated (examples of activities for different abilities are given where possible).
- Key Stage Three pupils will be working on travel training with the **Autumn** term's focusing on the basics of community skills, the **Spring** term's on safety and the **Summer** term's on working towards making journeys.
- Some ideas have been taken from EQUALS 'My Community' which contains more ideas and guidance.
- The National Curriculum has been used to provide some ideas for learning opportunities. Further ideas should take into account the named programmes of study at the Key Stage(s) given as appropriate to the ability of the pupils.

Developmental areas of learning						
Subject and definition	EVFS	Key Stage 1 Lower	Key Stage 2 Upper	Key Stage 3 Travel training	Key Stage 4 Community involvement	Key Stage 5 Community inclusion
<p>my community</p> <p>My community aims to develop skills pupils will need to be active members of their own communities and includes personal enrichment, travel training and caring for the environment (National Curriculum coverage = Personal, social, health and economic education / Citizenship).</p>	<p>Getting to know new people and places</p> <p>Pupils will be encouraged to explore their new environment and develop positive relationships with others (especially following separation from parents/carers).</p>	<p>Play and/or leisure</p> <p>Pupils will be encouraged to explore their hobbies and interests in meaningful ways. They will also experience new activities that are considered positive alternatives to work.</p>	<p>Caring for the environment</p> <p>Pupils will be taught to respect their surroundings. This begins with their immediate environment and develops into wider community through exploring issues of politics/litter and caring for plants.</p>	<p>Travel training</p> <p>Pupils will be taught to be safe in the community by developing pedestrian skills, such as walking, cycling with staff, traffic awareness, what lights/signals mean, safe use of pedestrian crossings and exploration of the wider world.</p>	<p>Community involvement</p> <p>Pupils will be able to recognise ways that they can become involved in the local community such as being part of their class, school and wider community.</p>	<p>Community inclusion</p> <p>Pupils will consolidate the skills they have been taught throughout school as they can become part of their communities through involvement in a variety of activities e.g. using local facilities such as shops, cafes, leisure centres, travel training etc.</p>

Learning opportunities and main National Curriculum (NC) links						
Years of cycle	Term	Key Stage 1 Lower	Key Stage 2 Upper	Years of cycle	Term	Key Stage 3
1/3/5	Autumn	<p>The shops</p> <p>e.g. role play in classroom working towards a visit to the shops, buying items, sensory exploration of related items</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	<p>Caring for my things</p> <p>e.g. completing a collaborative project to help pupils look after their own things - making classroom labels, making own pegs/locker labels, making a toy/ up</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	1/4	Autumn	<p>My Community</p> <p>e.g. recognising familiar people and places, identifying class group and class room, exploring different groups they belong to - family, class, choir, school, street, community</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p> <p>-KS3 Citizenship</p>
1/3/5	Spring	<p>The doctors</p> <p>e.g. role play in classroom working towards a visit to or from a medical professional, first aid, sensory exploration of related items</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	<p>Games for my school</p> <p>e.g. completing a collaborative project to help improve the school environment - painting a mural, litter picking, washing planters, school Spring clean, creating a display board</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	1/4	Spring	<p>Stronger, danger</p> <p>e.g. recognising people they know, identifying strangers, knowing what to do if approached by a stranger</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p> <p>NC Citizenship</p> <p>-KS3 Citizenship</p>
1/3/5	Summer	<p>Introduction to gardening</p> <p>e.g. planting indoor pots, weeding, watering, planting bulbs, pruning, vegetable garden, visiting a garden centre</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	<p>Games for animals</p> <p>e.g. completing a collaborative animal themed project to help animals - charity event to raise money for an endangered species, feeding the ducks, adopting an animal, care tasks with pets</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	1/4	Summer	<p>Traveling by train</p> <p>e.g. role play routines/behaviour for travelling on buses and trains working towards planning and making a real journey where possible</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p> <p>NC Citizenship</p> <p>-KS3 Citizenship</p>
2/4/6	Autumn	<p>The buses of warship</p> <p>e.g. role play in classroom working towards a visit to a place of worship, finding out about religious, sensory exploration of related items</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	<p>Games for other people</p> <p>e.g. completing a collaborative project to help other people - charity event to raise money for people in need, helping pupils in other classes, promoting mental health activities</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	2/5	Autumn	<p>Traveling around school</p> <p>e.g. finding ways/restrictions to a given place, following appropriately while moving around school, recognising familiar places, treasure hunts around school</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p> <p>NC Citizenship</p> <p>-KS3 Citizenship</p>
2/4/6	Spring	<p>Introduction to collecting hobbies</p> <p>e.g. computer gaming, board games, watch games</p> <p>Personal, social, health and economic education</p> <p>-Reynolds Cross curriculum</p>	<p>Games for the environment</p>	2/5	Spring	<p>Road safety</p>