

Unsted Park School



Curriculum Policy 2025-2026

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INTRODUCTION

Unsted Park is an independent residential and day school for students aged between 5 and 19 years with a diagnosis of ASD and/or Asperger's. Our students often have compounding complex needs and these can include additional needs such as sensory impairment, speech and communication difficulties or mental health needs. Young people attending are almost always in possession of a SEN Statement or a statutory Education, Health and Care Plan (EHCP) which has been agreed by families and all agencies involved. The majority of students arrive at the school having experienced significant trauma and difficulties which have impacted on previous placements and frequently led to multiple placement breakdowns, as a result, many have missed out on learning opportunities that would have enabled them to make the progress that they are capable of; they often arrive at our school with considerable gaps in both their knowledge and skills. Upon entry, many students are operating at lower levels than the national expectation for their key stage groups. The school places a high emphasis on students' personal development in addition to their academic progress.

Understanding the students' individual starting points is paramount to us providing them with the support they require to reach their full potential. We use a broad range of assessment strategies and information, to complete comprehensive entry baseline assessments, so ensuring that any gaps in academic learning are identified and targeted for support. In addition, we assess each student's "Readiness for Learning", taking account of any additional SEND needs. Emotional support is planned for along with academic support, to ensure that individual students are mentally and emotionally able to access and engage with the curriculum in a meaningful way. We firmly believe that students learn best when they feel safe, and their emotional needs are met. Consequently, all learning opportunities are delivered within a small nurturing environment which promotes high levels of pupil engagement.

LEGISLATION

This policy reflects the requirements for Independent Schools to provide full-time supervised education for students of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education as per The Education (Independent Schools Standards) Regulations 2014 and the National Curriculum where the school delivers those programs of study.

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 Education (Independent School Standards) Regulations (2014)
- Education Inspection Handbook – Ofsted November 2019
- Non-association independent school inspection handbook - Ofsted October 2019
- Governance Handbook - DfE March 2019 (non-statutory guidance for academies, multi-academy trusts and maintained schools)
- A Competency Framework for Governance – DfE January 2017

This policy links to the following policies and procedures:

Formative Assessment, & Feedback policy

SEND policy

Equality information and objectives

Relationships and Sex Education (RSE)

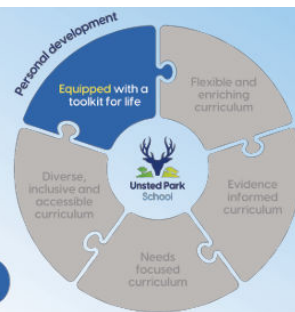
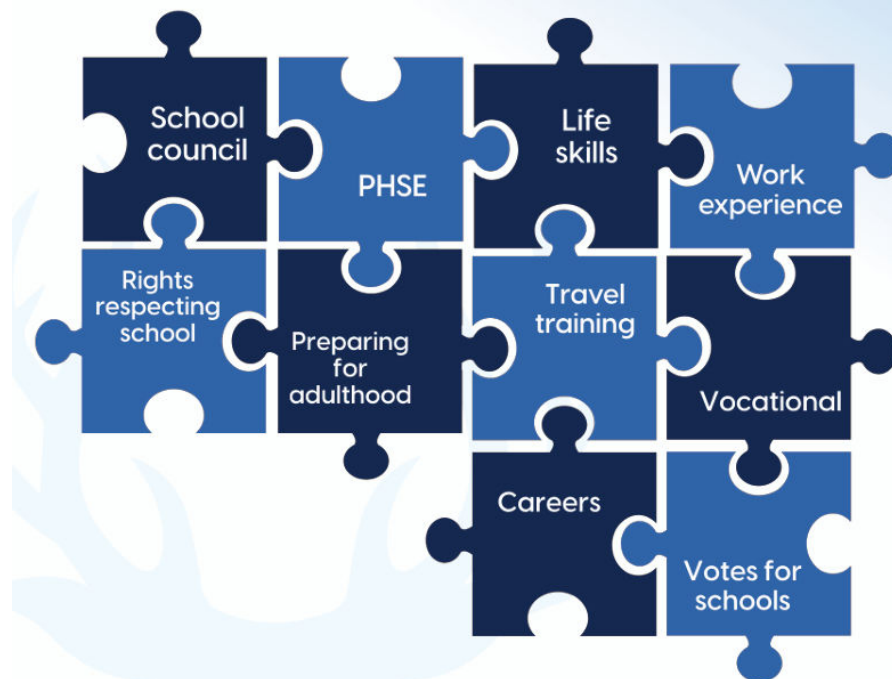
SMSC Policy

Outcome: The quality of teaching and learning is outstanding and contributes to all students, irrespective of their learning difficulties and disabilities, achieving very well and reaching their full potential.

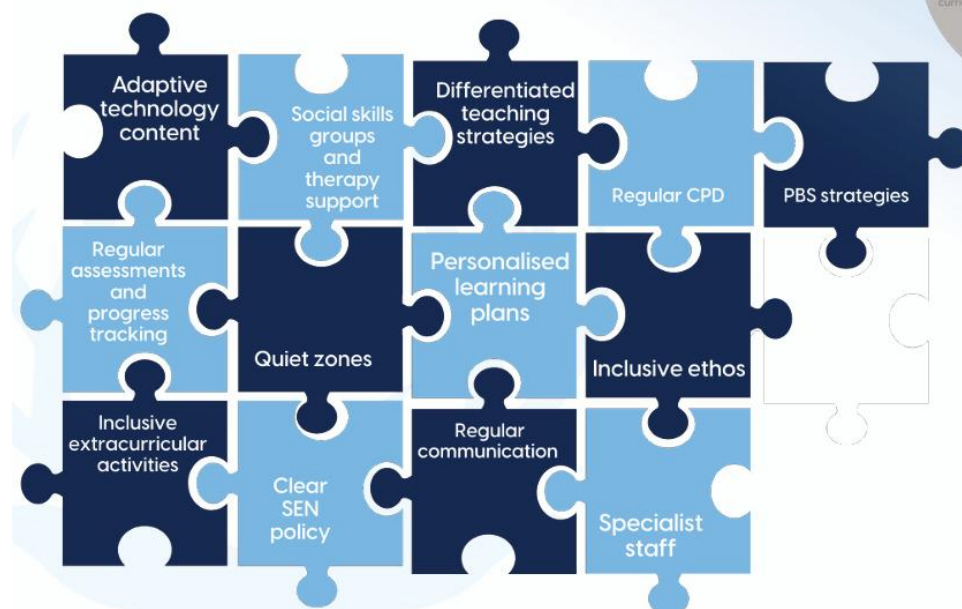
CURRICULUM MAP



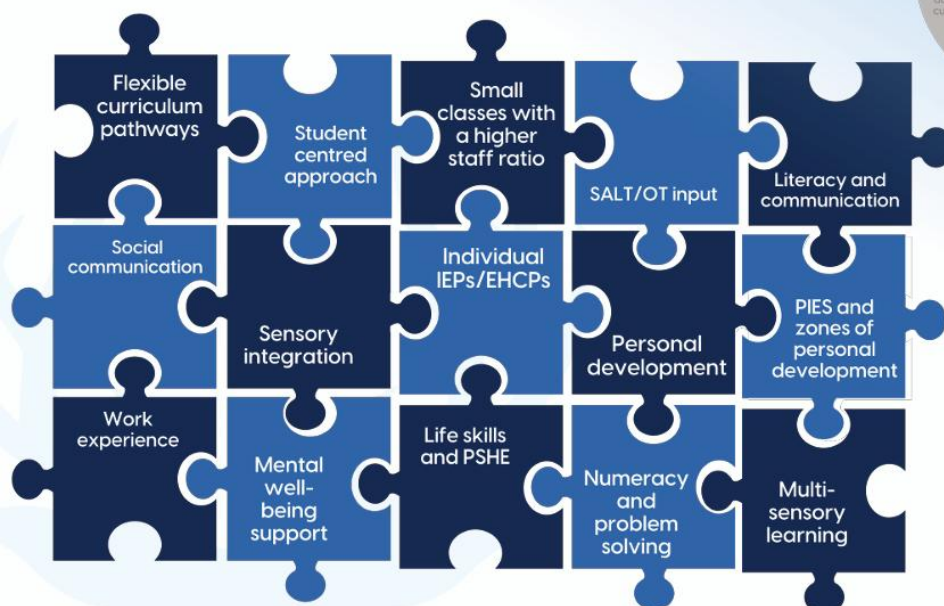
Personal development



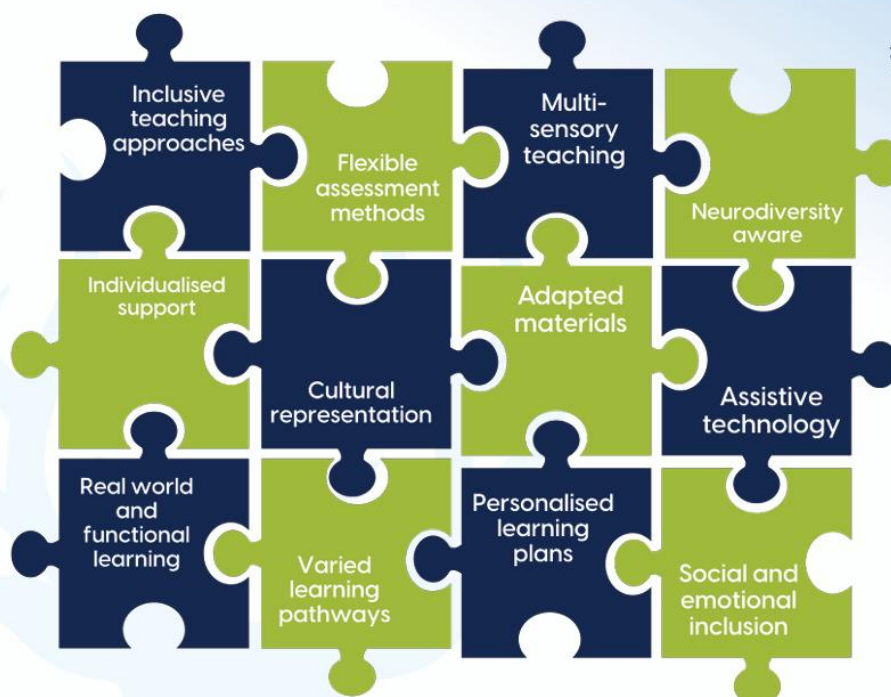
AET Informed



Therapy led



Person centred



CURRICULUM STATEMENT



Respect. Believe. Succeed.

The key principle of the Unsted Park curriculum is to enable our students to make both the social, emotional and academic progress they are capable of, through providing a bespoke, inclusive education. Our curriculum centres on the core beliefs of developing the whole individual to ensure that we equip each of our students with the knowledge, skills, self-confidence and values they need to function and thrive in modern Britain and prepare them to take positive steps into their futures, as successful and caring members of society.

Understanding the students' previous experiences of education, trauma and life experiences enables us to support the students in their personal development as they grow into young adults.

Our high staff/student ratio allows for very small class sizes, 1:1 mentoring, and personalized learning plans, meaning that each child learns at the right pace for them to maximize their achievement.

Every student's security and progress remain of uppermost consideration: flexibility and bespoke approaches are central to how we work with our young people - our curriculum model has been carefully designed to ensure that students have multiple opportunities, over the course of their time with us, to fill gaps and provide opportunities to deepen knowledge, increase skills and develop the moral values required for them to become self-motivated and successful learners, well placed for the next phase of education and for life beyond.

Personal development

The overarching vision, which drives our curriculum, focuses on the personal development of the students through targeted support. Personal development is interwoven in all aspects of our school offer and forms the basis of everything that we strive to develop. Our dedicated pastoral team supports students with being ready to learn and access an education in a classroom through bespoke interventions and an established reward system. The wider staff team have regular training in trauma informed practice and unconditional positive regard, which supports the personal development of our students.

Readiness for Learning

We recognise that many of our students arrive at Unsted Park having been out of school for an extended period of time and many arrive having large gaps in their knowledge and understanding.

Students have a long journey in the mornings to reach Unsted Park School. We run a getting ready to learn programme in the morning to enable students to arrive and settle into the school routine where they spend 30 minutes doing an activity of their choice before starting the formal school day. Sessions offered are detailed below:

Active	Gym workout, tennis, football, swimming, table tennis, basketball
Artistic	Arts and crafts, yoga, music
Abilities	Lego club, Horticulture club, Chess, card games, board games
Academic	School newspaper, creative writing, coding, reading in library

All students undergo CAT4 and Maths testing when they join the school. This gives teaching staff a baseline for teaching staff to plan. Progress is assessed throughout students time at Unsted Park through the use of regular assessments and testing.

CURRICULUM DESIGN (Key Stage 2-5) AND IMPLEMENTATION

The curriculum has been designed to meet the holistic needs of its students. We provide a positive, caring environment in which, the students are made to feel good about themselves. Establishing a good rapport with students, building their confidence, encouraging them to express their individual ideas, examining

established values leading to a greater understanding are at least as important as teaching the academic curriculum.

We run a needs led curriculum based around the following themes. Students are encouraged to work towards one of the targets each term to help them be more motivated, progress, engage and thrive in their learning journey.

The individual targets are all linked into the Rights Respecting Schools statements each term.

Autumn 1	Aspirational			
	UNICEF RRS - Right 24: Health, Water, Food, Environment.			
	Physical	Intellectual	Emotional	Social
Week 1	Follows the requests of adults			
Week 2		Shows an interest in schoolwork		
Week 3			Has control over moods	
Week 4				Uses eye-contact appropriately
Week 5		Understands and can act on teacher's instructions		
Week 6				Listens when spoken to as part of a group
Week 7		Concentrates on work/ remains on task		
Week 8				Is socially aware

Autumn 2	Positivity			
	UNICEF RRS - Right 41: Best law for children applies.			
	Physical	Intellectual	Emotional	Social
Week 1	Moves around the school in an orderly manner			
Week 2		Takes pride in the presentation of books		
Week 3			Keeps role appropriate to person	
Week 4				Avoids making personal comments/ noises
Week 5	Arrives punctually to class			
Week 6			Shows pride in achievements	
Week 7	Enters and leaves class in an orderly manner			
Week 8	Moves around the classroom appropriately			

Spring 1	Fun & Friendly			
	UNICEF RRS - Right 31: Rest, Play, Culture, Arts			
	Physical	Intellectual	Emotional	Social
Week 1	Shows respect for others			
Week 2		Uses equipment properly and returns it at the end of lesson		
Week 3			Shows tolerance of others	
Week 4				Initiates greetings
Week 5	Shows respect for school environment			
Week 6	Allows others to work			
Week 7				Listens when spoken to individually by others

Spring 2	Courage			
	UNICEF RRS - Right 8: Identity.			
	Physical	Intellectual	Emotional	Social
Week 1	Seeks attention appropriately			
Week 2		Seeks help if necessary		
Week 3			Is able to make a genuine apology	
Week 4				Is confident with others in social situations
Week 5			Speaks truthfully when required	
Week 6				
Week 7				

Summer 1	Innovative			
	UNICEF RRS - Right 29: Aims of Education.			
	Physical	Intellectual	Emotional	Social
Week 1	Is in the right place at the right time			
Week 2		Has good learning organisation		
Week 3			Is active and forthcoming	
Week 4				Offers to help others
Week 5		Is willing to try new things		
Week 6			Is active and forthcoming	
Week 7				Can disagree without an argument

Summer 2	Resilience			
	UNICEF RRS - Right 6: Life, Survival, and development.			
	Physical	Intellectual	Emotional	Social
Week 1	Remains in class unless given permission to leave			
Week 2		Settles quickly to tasks		
Week 3			Expresses feelings appropriately	
Week 4				Co-operates in group work
Week 5		Is willing to correct/ redo work		
Week 6			Shows determination when tasks are difficult	
Week 7				Can take turns

Our rich rolling curriculum spans Key Stage 2 to 5 with careful consideration having been given to how the curriculum will prepare students for the next Key Stage. This includes a strong subject rationale, which provides the foundation for a curriculum which is carefully sequenced to spiral through the year groups and Key Stages, giving multiple opportunities to re-visit, build upon and further deepen knowledge. Numerous enrichment opportunities and targeted lifeskills work, further enable us to plan to purposefully inter-link subjects, interleave learning opportunities, embed knowledge by building schema in the long-term memory and ensure future progression.

Every opportunity is made to provide a vocabulary rich curriculum: reading opportunities are emphasised in every area of the curriculum and high-quality and engaging texts have been chosen to enhance the student's understanding, knowledge, and vocabulary across different subject areas. The curriculum seeks to meet the wide range of needs of our students, taking account the local context and any emerging issues. Social, moral, spiritual, and cultural learning is prioritised throughout the curriculum, ensuring that students acquire the

knowledge and cultural capital they need to become active and successful participants in today's diverse society.

CURRICULUM DRIVERS

When designing our curriculum, our student's exposure to rich and inspiring experiences and learning opportunities have been at the forefront of our vision. We endeavour to broaden their horizons, extend the boundaries of their lives, and provide opportunities that reflect the needs of our school community to support them with the next phase of their life. Our curriculum has been formed with this in mind using our curriculum drivers of content, challenge, community, cooperation, creativity and compassion at the heart of all that we strive for our learners to embrace. By the time our students leave Unsted Park, they are inspired, ambitious, curious, knowledgeable individuals who have the greatest number of options, experiences and directions open to them.

- **Community**

Students are supported to develop a strong sense of self with learning opportunities planned to make best use of the rich and varied cultural, ethnic, and historical resources available within our community whilst framing this within the wider national and international context. Our students are taught to take pride in themselves, to celebrate similarities and differences and to make a positive contribution to the lives of others through regular assemblies, trips out, work experience, life skills, school council and trips out to local theatres, museums, team building events and heritage centres.

- **Cooperation**

At Unsted Park School, our curriculum develops the social skills including that of cooperation through structured activities and group learning. Students have opportunities to share knowledge, skills and experiences to achieve appropriate goals in their learning, rewards and recreational time. Our curriculum is tailored to our students needs and gives them the opportunity to work collaboratively and show their abilities in different ways such as a group practical project and participating in team games and our annual summer sports spectacular. Students are also given the opportunity to enter a football league and play football against other schools in the area.

- **Content (Knowledge)**

Knowledge within our school's curriculum is a key priority. Many students join us having had numerous stops, starts and changes throughout their learning journey, which have resulted in considerable gaps in their knowledge. It is important that students learn the considerable value that knowledge has in our

lives. Knowledge of the world we live in locally, nationally and worldwide is also carefully planned into our curriculum to allow all students to achieve broad and deep subject expertise. We ensure that knowledge is regularly revisited and experienced within different contexts, with new knowledge building upon existing knowledge and students having opportunities to apply this to make links between curriculum areas. Providing a word-rich environment throughout the curriculum, driven by high-quality texts and books, is prioritised to reinforce subject-specific vocabulary and address the national 'vocabulary gap'.

- **Challenge**

Our curriculum is designed for our students to develop confidence and resilience, both as individuals and as learners. Learning opportunities are aimed to provide a level of challenge that ensures that skills and knowledge continue to be built upon during their time with us, and to ensure that the students can achieve and feel proud of their accomplishments. Our enrichment activities, educational visits such as visits to theatres, art galleries, museums, and local landmarks, offsite camps, onsite camps and reward trip days are all aimed at providing students to access activities, places, people and experiences that they usually wouldn't, inspiring them to challenge themselves to aim high.

- **Creativity**

Students are encouraged to broaden and deepen their knowledge in a range of creative ways – there are firm links, within the curriculum, to literature, art, music and design; these enable them to explore and express their understanding in diverse ways whilst also enriching their Cultural Capital. We believe that it is this richness and depth of experience that helps to develop the awe and wonder that stimulates the desire to learn more and enables them to explore the opportunities available to them in the wider world outside our school.

- **Compassion**

Our curriculum has a firm basis in developing students' Social, Moral, Spiritual and Cultural knowledge. Many of our students have additional needs or prior life experiences which make it more difficult to empathise with others - our targeted pastoral and therapy offer provides 1:1 and small group work to support to enable students to develop strategies and skills to enable them to understand the world around them in a compassionate way. They are taught to have respect for other people as well as the environment. Ethical responsibility is developed with the aim that students develop a sound sense of themselves, their place and their responsibility to the world in which we live. They are taught to appreciate other people's points of view and empathise with different cultures and belief systems both in and out of school.

Academic

Through working across the school, we strive to develop a range of opportunities and immersive experiences for all our students. We encourage leaders and teachers to build on the National Curriculum to provide an ambitious, rich and diverse curriculum at Unsted Park School. Our aspiration is for every pupil to develop the know of (knowledge), know how (skills) and dispositions needed to be successful, curious citizens. Through experiencing the curriculum by being Geographers, Scientists, Artists and Musician's for example, we not only enable them to move confidently into the next phase of education, but also help them to build foundations for life.

We encourage our staff (who are all subject specialist throughout the whole school) to continue to hone, develop and refine their understanding of the pedagogy that lies behind their curriculum, recognising how students learn and the different stages in their cognitive development, so that they can scaffold the curriculum appropriately, ensuring access for all. We strive to support our faculties to plan their curriculum carefully in a coherent and sequenced way, showing progression of skills and knowledge. We believe that, by encouraging students to become more active in their learning, they are able to know and remember more. Our enquiry-led approach to curriculum helps to promote adaptability and encourages our students to make connections across and between subjects. Our aim is to ensure that creativity and challenge are woven through our enquiry questions which are planned to stretch thinking, build active engagement in learning and stimulate curiosity.

Through a curriculum that is both engaging and relevant, that promotes the spiritual, moral, cultural and physical development of our students, we are working hard with our families and communities to help to prepare students for the opportunities, responsibilities and experiences of later life in our society. PHSE is promoted and progressively taught across the whole school, to include ways in which students can keep themselves safe and internet safety and we ensure our schools teach Relationships and Sex Education following government guidelines.

We recognise pupil's self-awareness, and awareness of others, develops as they mature and that this has a significant impact on their ability to relate to and learn about the world we live in. We develop interesting and appropriate enriching experiences such as residential trips and reward days to help students to become self-aware individuals, enabling them to learn to make connections and begin to empathise with themes such as tolerance, responsibility and culture around the world.

Through working with our faculty leaders and whole staff team and learning from each other, we enable all staff to become confident subject leaders who are able

to champion their subject, have the knowledge and skills needed to ensure their subjects are planned and taught effectively, to monitor the impact of their subject on students' learning and to continue to develop and improve practice. We encourage collaboration between subject leaders across the three faculties, sharing research, processes and good practice to influence the development of the curriculum. There are 3 main faculties at Unsted Park and are as follows:

- STEM faculty
- Creative Faculty
- Humanities and English faculty

Life skills

We understand that for some of our students achieving academic success can be challenging and only one element that will lead them to success into adulthood. As economic, societal, and technological advances increase the pace of change in the workplace, today's young people need to be more able to adapt than any other generation.

Our life skills curriculum intends to teach core, transferable skills which can be applied in any industry, in almost any job role, and transferred between the many jobs that young people today are likely to have throughout their working lives as well as preparing them for independent living. The skills are developed in a clearly sequenced way, each building on prior learning as they are re-visited throughout a learner's time at the school.

The life skills curriculum is interwoven into all the aspects of the academic curriculum, enrichment curriculum, travel training, work experience, hospitality, DVLA workshops, college visits, CV/interview practice, trips, reward visits and activity days.

For example –

LIFESKILLS 2022-23	ASDAN CHALLENGES	Hospitality/ Home cooking	Travel Training	Work Experience/Volunteering
Student XXXXXX	Game development (ACHIEVED)	ACHIEVED/Confident	Pending	
XXXXX	Photography (PENDING)/Horticulture/ Travel Training	Pending	Pending	Squires Garden Centre 11.22
XXXX	Food and hygiene (ACHIEVED)	ACHIEVED/Confident		Waterstones/local café (Brighton)
XXXXXXX				MENTOR @ks2
XXXXXXX	Cooking and Hygiene (ACHIEVED)	ACHIEVED/Confident	pending	ACHIEVED/silversmith @ Jewelled

Enrichment

Enrichment gives our students an opportunity to develop as well as showcase their skills and talents through well-constructed enrichment activities. Our

enrichment activities include students running 'café marvellous', football tournaments, contributing and editing the school newspaper, running school council and competing away from site against other schools in tournaments. Our enrichment curriculum intends to allow our students to build life skills they can take into the outside world when they leave Unsted Park School.

CURRICULUM INTENT

At Unsted Park School, our intent is to teach a broad and balanced enquiry led curriculum based upon the needs of our students, which builds upon their strengths, celebrates their uniqueness and challenges them to do and become more.

We deliver a robust curriculum which recognises and builds upon prior learning and knowledge, with increasingly challenging enquiries. Our intent is to provide meaningful first-hand learning experiences in and out of the classroom and develop more opportunities for students to develop their own essential life skills.

Through our curriculum we aim for our students to develop confidence, resilience, and empathy. We will support them to develop the breadth of skills, attitudes, and knowledge necessary for them to be successful, responsible and happy citizens. We will place a strong emphasis on the spiritual, moral, social and cultural development of all our students and we will embed the clear set of values that underpin expectations for behaviour for all members of our school family.

Community involvement is core to our curriculum and embraces the community in which we are situated. It recognises local history, heritage, geographical and business links and supports the students in developing a greater understanding of the world around them. Our curriculum encourages the students to ask and answer questions about their local and global community.

Throughout their time at Unsted Park we hope for the students to develop a sense of belonging and responsibility to their local and global community. We hope they will leave us with the confidence and skills to make safe decisions, holding high aspirations for themselves, and being equipped for the next stage in their lives.

The school provides breadth to the curriculum, with individual subjects grouped into three distinct faculty areas we seek to ensure that the curriculum drivers are threaded throughout the curriculum:

Creative curriculum

- **Art and Design**

Through our Art and Design curriculum, we aim to empower our students to discover their talents, express themselves, and engage meaningfully with the world around them. By nurturing their creativity and fostering a love for art, we help them build essential skills for personal and academic success.

Our Art and Design curriculum is designed with careful consideration to support their development, creativity, and emotional well-being. Through tailored learning experiences, we aim to foster self-expression, sensory exploration, communication, and social interaction. We believe that sensory engagement is a powerful tool for our students to express themselves and regulate their emotions. Our curriculum incorporates various sensory experiences such as tactile art, music, and visual stimulation. Art serves as a universal language that enables students to express themselves when words may be challenging. We provide a wide range of creative mediums including painting, drawing, sculpture, and digital art. Collaborative art projects provide opportunities for students to work together, share ideas, and develop social skills in a supportive environment.

- **Music**

Our curriculum for music at Unsted Park School is designed to provide our students enriching and inclusive experiences that foster creativity, self-expression, social interaction, and emotional regulation. We recognise the unique strengths and needs of all our students and aim to create a curriculum that celebrates diversity, accommodates individual learning styles, and promotes meaningful engagement with music.

The curriculum aims to expose students to a diverse range of musical genres, styles, and cultures to broaden their musical horizons and cultivate a love for music appreciation. We provide opportunities for students to explore the historical, cultural, and social contexts of music to develop a deeper understanding of the significance of music in society.

Through engaging activities and practical experiences, students will develop their musical skills such as singing, playing instruments, reading music notation, and understanding music theory. We encourage students to express themselves creatively through music composition, improvisation, and performance, fostering confidence and self-expression.

The overarching aim of the music curriculum is to inspire a lifelong passion for music, equip students with the skills and knowledge to engage with music in a meaningful way, and empower them to become well-rounded musicians and music enthusiasts.

- **Physical Education.**

At Unsted Park School we aim to empower our students to develop physical fitness, motor skills, and social-emotional competence in a supportive and inclusive environment. Through engaging and meaningful learning experiences, we strive to instil a lifelong love of physical activity and promote overall well-being for all students.

Our curriculum for physical education (PE) at Unsted Park School is designed to promote physical fitness, motor skills development, and social-emotional well-being in a supportive and inclusive environment. We understand that each student has unique abilities, interests, and challenges. Our curriculum emphasizes individualized learning goals that are tailored to meet the diverse needs of students. Through pre-assessment and ongoing monitoring, we identify each student's strengths and areas for growth, allowing us to create personalized learning plans that promote progress and success. Our PE classes provide a structured and predictable environment that supports students in feeling safe and comfortable.

Our curriculum employs explicit instruction and modelling to teach fundamental movement skills and sports techniques. We break down complex movements into smaller steps and use visual demonstrations to support understanding. We provide clear, concise instructions and offer multiple opportunities for practice and reinforcement to help students master skills at their own pace. PE provides valuable opportunities for students to develop social skills, teamwork, and sportsmanship.

Our PE classes promote inclusivity, acceptance, and respect for diversity. We celebrate the unique strengths and abilities of all students and create a culture of support and understanding. Peer buddies and peer modelling programs are implemented to facilitate positive social interactions and encourage friendships between students. Our curriculum includes lessons on health, nutrition, and overall well-being to promote healthy habits and lifestyle choices. We teach students about the importance of physical activity, proper nutrition, and self-care practices. We provide resources and support for students to set personal health goals and make informed decisions about their own health and fitness.

- **Food Technology**

Our curriculum for food technology is designed to provide students with autism enriching and inclusive experiences that foster independence, life skills, sensory exploration, and healthy eating habits in a supportive and structured environment.

Throughout the students' time at Unsted Park, they will be provided with opportunities to access the basics of food and hygiene. They will participate in a

wide variety of activities such as practical cookery and food safety, where they will gain a greater understanding of nutrition and health and safety practices.

Students will be required to use technical terminology precisely with confidence and accuracy, building up to an extended vocabulary. They will apply their science and mathematical knowledge in their understanding of weight, costings, chemical and physical reactions in foods, how our bodies work and how foods are linked to health and well-being and diets. Our students will develop their practical skills and understanding of food hygiene to help prepare them for adulthood, allowing students to prepare their own meals and maintain a healthy lifestyle. Practical skills developed will include baking, forming, icing, roasting, frying and chopping.

- **PHSE**

At Unsted Park Independent School, the mental wellbeing of all our students and staff is at the forefront of all we do when planning our curriculum content. Our intention is that when students leave Unsted Park, they will do so with the knowledge, understanding and emotions to be able to play an active, positive, and successful role in today's diverse society. We want our students to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. Our intention is that our students will follow a curriculum that enables them to excel and exceed as well as giving them the opportunities to explore the world around them locally, regionally, nationally, and internationally.

In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

The curriculum is intended to provide challenge, which is a precondition for learning to take place, and the opportunity to enable students to receive the necessary support they require to be successful throughout their lives. With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, we intend to provide, vocabulary rich, engaging and relevant lessons, promoting growth mindset.

STEM

- **Maths**

At KS2 lessons are taught daily, balancing whole class work, group teaching, practical tasks, and individual practice to encourage mathematical talk, support, and independence. We do not view maths as a lesson but as a journey; each day

the students build on what they learned the previous day. This allows students to develop a conceptual understanding of the maths they are learning. The maths curriculum is coherently planned and sequenced towards cumulatively gaining sufficient knowledge and skills for future learning.

We promote equality in KS3, by working through the breadth of the curriculum at the same pace using differentiation to fill in missing gaps and enable all students to feel successful in their learning so that all students can achieve regardless of their starting point. We extend our highest attaining students through depth and more challenging problem solving, rather than an acceleration of content. We support our lower attaining students by offering interventions, 1:1 support and small class sizes so work can be broken down and taught at the students' pace.

All students continue their mathematical studies into KS4 on, either an appropriate GCSE pathway determined by their prior attainment and performance across key stages 2 and 3, or through functional skills math's, to give them all the best chance of achieving well in the subject. The GCSE curriculum is also supplemented for the most able students by offering Additional Math's to inspire, motivate and support students in their transition to key stage 5.

We intend for a high proportion of our students to go on and study or use mathematics in some form post-16; this means that our key stage 4 curriculum needs to be broad enough to cater for students who will go on to study math's at the highest level in our Further Mathematics to those who will study Core Mathematics to complement their A Level choices.

- **Science**

In science, our students experience a broad science curriculum rich in skills and knowledge, igniting curiosity in our learners. Students will develop their investigation skills, gain an understanding of key scientific language, and practice the mathematical skills they require to thrive in the more complex investigations and analyses they will come across. Students will develop technical expertise with a range of apparatus by undertaking regular practical activities which will build the skills to work independently, record observations and evaluate their own data. Transferable skills, such as collaboration with others, accessing and analysing information and effective oral and written communication are taught throughout their time at Unsted Park School.

We aim for our students to have the opportunity to engage as scientists and to be successful as they progress through the key stages. They will be equipped to understand how to use data and evidence to draw conclusions and challenge ideas. We provide the students with the opportunities to expand their problem-

solving skills, make independent decisions and to reflect on these decisions to improve their future and the future of others in the wider world.

Our science curriculum ensures we are bringing in real-world content to keep the science relevant and engaging. They also reflect diversification in science as our body of knowledge is drawn from scientists working across the world. We provide challenge which is gradually increased as topics are revisited over the years; the students prior knowledge is consistently being built upon. Within this approach, there are numerous opportunities for students to be creative and embed their understanding.

- **IT**

In computing we aim to develop the mind-set of today's computer scientist by equipping our students with the skills to participate in a rapidly changing world. The curriculum journey incorporates challenging and engaging topics, giving students the opportunity to develop their capability, creativity, and subject knowledge. Our students will gain the life-skills needed to enable them to embrace and utilise new technology in a socially responsible and safe way.

Our vision is that our students will become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. Our computing lessons will see our students develop creativity, resilience, problem-solving and critical thinking skills, whilst becoming digitally literate and competent end-users of technology. Our students will gain a breadth of experience to develop their understanding of themselves as individuals within their community but also as members of a wider global community and as responsible digital citizens. The curriculum allows our students to use technology effectively, safely, and responsibly, and to understand how technology is developed and constantly redeveloped into new and exciting tools. Computing lessons will provide opportunities for our students to become resilient learners who can recover from mistakes and effectively solve problems, helping them to become life-long learners and preparing them for their future. Our students will be able to express themselves, develop their ideas through, information and communication technology at a suitable level for the future workplace and as active participants in a digital world.

Humanities, Language and Literacy

- **English**

At Unsted Park School we understand that English plays a fundamental role in the delivery of our whole-school curriculum, in a myriad of different ways. English is the most important tool our students will ever learn to use, while also being the gateway to a lifetime of wonder, knowledge, stimulation, and fascination. We recognise the importance of nurturing a culture where students

love to read, take pride in their writing, and can clearly and accurately adapt their language and style for a range of contexts.

Our curriculum for English aims to provide students with autism enriching and engaging learning experiences that foster language development, literacy skills, and social-emotional growth in a supportive and inclusive environment. We recognize the diverse needs and strengths of students with autism and strive to create a curriculum that celebrates individuality, promotes meaningful communication, and empowers students to express themselves confidently.

Our curriculum prioritizes communication as the cornerstone of English language learning. We provide a variety of communication modalities, including verbal, nonverbal, and augmentative to ensure that all students can effectively express themselves. We emphasize functional communication skills, such as requesting, commenting, and expressing feelings, to empower students to communicate their needs and ideas in a variety of contexts..

We foster a love of literacy by providing diverse and engaging reading materials that cater to students' interests and abilities. We offer a wide range of books, stories, poems, and digital resources to promote reading comprehension and fluency. Our curriculum focuses on building foundational literacy skills, including phonemic awareness, phonics, vocabulary development, and comprehension strategies, through explicit instruction and scaffolded practice.

English language learning provides opportunities for students to develop social skills and pragmatic language abilities. We incorporate activities and discussions that focus on turn-taking, listening, perspective-taking, and social problem-solving. We teach explicit strategies for understanding and using social cues, engaging in conversations, and participating in group discussions, empowering students to communicate effectively in social situations.

The English Curriculum has been carefully developed to ensure that every student can be taught effectively no matter what stage of literacy learning they are working from. This is supported by the introduction of Department for Education (DfE) approved intervention programmes. Unsted Park School has invested a lot this year so that students who need discreet phonics teaching can access the Oxford Owl programme. This links directly to the Oxford Reading Tree books that are used by all students in KS2. It also shares similarities with Fresh Start, a Read, Write Inc intervention aimed at students in upper KS2 and KS3. Library lessons also take place weekly, and all students are encouraged to attend and choose from the vast range of books on offer.

Phonics/reading schemes.

Unsted Park use Accelerated Reader (AR) in school. Unlike most other programmes, Accelerated Reader allows students to read books from a vast variety of authors, including literacy classics and the most up to date. This allows a seamless progression from the Oxford Reading Tree scheme that also allows students to continue to promote reading for pleasure which is at the heart of our intention for all our students. The ceiling for this

programme is 16 years and 6 months, so we ask all students to engage in this until they can achieve these score three times consecutively – only then will we consider students to be fully competent and no longer need tracking.

As with Phonics, Fresh Start also helps students build literacy skills in vocabulary, spelling and sentence structure. To bolster these skills the Oxford Owl Spelling programme is used by all students in KS2. If they complete this programme, we then use the KS3 and KS4/5 specific workbooks to maintain this progress finishing with the GCSE workbook. Spelling, Punctuation and Grammar are now being used in KS3-5 as lesson starters as well as explicit activities and can be seen in our schemes of work.

Although, Speaking and Listening is often overlooked and perhaps undervalued due to the structure of our National Summative Assessments, as Unsted Park School is a specialist school for students with Autism the English Department has chosen to further support the work carried out by our Therapy team by introducing dedicated lessons for Speaking and Listening in KS3+. In KS2 the planning indicates if the lesson is for Speaking and Listening, Reading or Writing but is taught as a run of lessons to support the half termly writing assessment.

- **Humanities**

In History, our aim to develop young historian who can reason, discern and critically think whilst understanding and appreciating the past. History allows our students to compare and contrast, examine how and why things have changed and expand their research skills. Our students are taught to become open minded individuals, who understand cause and effect, which are essential skills for our students to become well rounded individuals who can make positive contributions to their local community. History follows the school's enquiry-based approach, which allows students to investigate, interpret and analyse historical events, giving students opportunities to develop reasoning and critical thinking skills. Our history lessons will remove the idea that there are right and wrong views of history and ensure students are able to share their own opinions whilst being open to other views without judgement.

In Geography students will become curious and fascinated about the world we live in and its people, through exploration and investigation of local communities and environments, the UK and the wider world. Students will develop their knowledge about diverse places, people, resources, and natural and human environments, whilst also developing their understanding of themselves, peers, and the local community. Throughout their time at Unsted Park students will gain a deeper understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. In line with this, our students will gain the skills to develop geographical lines of enquiry, decision-making skills and build knowledge on geographical content. Our students will have opportunities to engage as Geographers to develop their geographical, fieldwork and mathematical skills through planned trips within the local community.

- **RE**

At Unsted Park School we understand the importance of teaching a broad and balanced high quality RE Curriculum. Our RE curriculum provides our pupils with knowledge and understanding of the world's major religions and promotes tolerance and acceptance of different beliefs. Drawing on the British Values through weekly assemblies, our children are taught to respect and value the beliefs of people they might meet throughout their lives.

RE is taught through Drop Down Days where all pupils have one day per term where they become fully immersed in their learning. It allows pupils to deepen their knowledge and understanding of the religion they are learning about that term.

Drop down days consist of the following:

Autumn - International Day of Peace **Focus:** Peacebuilding and education on faiths

Spring - World Religion Day **Focus:** Understanding and celebrating world religions

Summer - School Diversity Week **Focus:** Celebrating all forms of diversity, including religious

KEY STAGE 4

At KS4 students focus shifts towards outcomes and future ambitions. The curriculum becomes narrower as students choose options which enable them to explore their interests and fulfil requirements for entry to further education. Designed to provide access and opportunity for all, we have an offer that spans Entry level to GCSE; depending on the assessment data and prior learning data students will be placed on the most appropriate curriculum to meet their individual needs and desired outcomes in each subject.

We offer a bespoke KS4 curriculum but is dependent on the student's specific needs and ambitions. We aspire for all of our students to access GCSE's and BTECs, however, some of our students will be entered into entry level or functional skills certificates.

The core offer consists of:

GCSE English – Literature and Language – AQA exam board

GCSE Maths - AQA exam board

GCSE Trilogy science - AQA exam board

GCSE Separate science - AQA exam board

GCSE Geography - AQA exam board

GCSE History - AQA exam board

GCSE Art – EDUQAS exam board

GCSE Photography – EDUQAS exam board
GCSE IT – Pearson (Edexcel) exam board
GCSE PE– Pearson (Edexcel) exam board
BTEC Tech Digital Information Technology – Pearson (Edexcel) exam board
BTEC Introductory – Pearson (Edexcel) exam board
BTEC Music – Pearson (Edexcel) exam board
BTEC Tech Creative Media Production – Pearson (Edexcel) exam board
BTEC Sport level – Pearson (Edexcel) exam board
GCSE PE - - Pearson (Edexcel) exam board
BTEC Home Cooking - - Pearson (Edexcel) exam board

Where a student joins Unsted Park part way through their GCSE course, we would explore the possibility of putting additional support in place to enable them to complete their course.

Our pathway offer consists of:

- Functional Skills English
- Entry level Maths
- Functional Skills Maths
- ELC Science

Key stage 5

As students enter KS5, students can continue to gain Maths and English qualifications, AS and A levels or extra GCSE subjects to enable them to move onto higher education or into employment.

At Unsted Park we offer the following A level courses

Psychology – AQA exam board
Chemistry– AQA exam board
Physics– AQA exam board
Mathematics– AQA exam board
English Literature– AQA exam board
History– AQA exam board
Photography- EDUQAS exam board
Art- EDUQAS exam board
BTEC level 3 sport - Pearson (Edexcel) exam board

MONITORING ARRANGEMENTS

The proprietor monitors coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Head Teacher and Curriculum Lead
- 'Fact finding' visits in which they meet with staff and students, and observe the school in action
- Link visits to departments or covering specific areas of the School Development Plan

Senior Leaders monitor the way subjects are taught throughout the school by:

- Regular faculty meetings
- Lesson observations
- Book scrutiny
- Student voice
- Learning walks
- Pupil performance meeting

Appendix 1

RSE Policy

Local Procedure Title	Relationships and Sexual Education
Service	Unsted Park School
ACS Policy number and title	ACS 20 Relationships and Sexual Education
Local Procedure template reference	ACS LP 20
Local Procedure date	9/9/2025
Local Procedure review date	9/09/2026
Local Procedure Author(s)	Jamie Dowsett / Liam Cranford
Local Procedure Ratification	Checked and Approved by: Shane Kenny

1. Legal Requirements

Our RSE programme meets the legal requirements outlined within the following;

- ✓ Duty to promote well-being (Children's Act 2004).
- ✓ Duty to prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006).
- ✓ Ensure pupils learn about the nature of marriage and its importance for family life and bringing up of children (Learning and Skills Act 2006).
- ✓ Protect pupils from unsuitable teaching and materials (Learning and Skills Act 2006).
- ✓ Teach statutory RSE elements in the Science National Curriculum.
- ✓ Meet the School's safeguarding obligations.
- ✓ Make the policy available to pupils and parents (Education Act 2011).
- ✓ Right of parental withdrawal from all or part of RSE, except those parts included in the National Curriculum (Education Act 2011).
- ✓ Improve support for looked after children as per the Children and Social Work Act 2017.
- ✓ Prevent discrimination, advance equality of opportunity and foster good relations between different groups (Equality Act 2010).

2. Process of developing the policy

Our policy has been developed in response to the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance. In creating this policy, the Lead of PSHE has checked against the PSHE Association guidance. In order to ensure full coverage of all the statutory RSE-related content,

Unsted Park School adopt a spiral curriculum approach. This means that key RSHE topics will be revisited and built upon each year, allowing pupils to deepen their understanding over time. Unsted park school uses a variety of sources which are thoroughly vetted by the school, comply with age-appropriateness, statutory expectations, and content neutrality. We also map learning against 2020 Statutory RSE/Health Guidelines curriculum, within which the full suite of RSE statutory topics is contained. Throughout the 2025–2026 academic year, Unsted Park School will continue to deliver all statutory guidance published in 2020 and be working towards full implementation of the amended guidance published July 2025.

3. Equal Opportunities

Within this framework the school is ensuring that the following equal opportunities are clear to our pupils:

- ✓ We expect everyone to show respect for other people. We expect people to treat everyone as having the right to human dignity.
- ✓ We will not accept the use of language that abuses, degrades or demeans another person's race, class, gender, sexual orientation, religion or belief, ability, appearance, age or disabilities. We all have the right to self-esteem.
- ✓ We will not tolerate the promotion of ideas or materials that degrade or exploit other people's race, gender, sexual orientation, regional or belief, ability, appearance, age or disabilities. We all have the right to self-respect.

4. Programmes of study / Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. RSE is delivered primarily in the pupils' weekly PSHE lessons. Biological aspects of RSE also are taught within the science curriculum.

Please see below the Relationships and Sex Education (RSE) content covered in each year group:

Key Stage 2

Families and People Who Care for Us

- Understanding different types of families
- Respect for others' family structures and values
- Friendships, kindness, and empathy
- Conflict resolution and communication
- Recognising appropriate and inappropriate contact
- Understanding privacy
- Introduction to consent
- Safe use of digital devices and the internet
- Cyberbullying and online safety
- Introduction to puberty and body changes
- Emotional changes and self-care
- Healthy habits, hygiene, and nutrition
- Mental health awareness and seeking help

Key Stage 3

- Consent and boundaries, including the law
- Pornography and sexting
- Introduction to contraception and STI's
- Online safety and media influence
- Communication and healthy relationships
- Abuse in relationships
- Bullying

Key Stage 4

- Intimate relationships and sexual health
- Legal aspects of consent and exploitation
- Abuse in relationships
- Pregnancy choices
- Pornography and sexting

Key Stage 5

- Sex and readiness
- Controlling relationships
- Adult relationships and responsibilities
- Date rape
- Advanced sexual health and safeguarding
- Legal rights and ethical decision-making

At Unsted Park School, we understand that our students' needs vary across groups and over time. To keep our RSHE curriculum relevant and effective, we regularly review safeguarding and pastoral data to identify emerging themes and areas needing extra focus.

This data-driven approach enables us to tailor content for specific cohorts—for example, expanding lessons on online safety, peer relationships, or emotional wellbeing when needed. If certain groups require more support with boundaries, consent, or managing emotions, we adapt lesson plans accordingly.

All adjustments are made in collaboration with our safeguarding and pastoral teams, ensuring changes are professionally informed and aligned with statutory guidance. Our aim is to create a safe, inclusive learning environment that reflects students' lived experiences and equips them with essential life skills.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

A parent letter is sent at the beginning of the term explaining parents' rights to withdraw. We ensure transparency with parents/carers, including sharing of curriculum plans and access to all teaching resources and materials upon request. We also consult parents when developing or reviewing RSHE policies.

5. Assessment

The design of our PSHE curriculum incorporates half-termly assessments that are used by PSHE teachers to ascertain the extent of the pupils' learning and the effectiveness of the design of the PSHE curriculum. These assessments are less formal than a traditional summative assessment and allow pupils to give their responses verbally. As well as assessment data, the extent of pupils' learning is assessed by way of half-termly subjective judgement made by PSHE teachers. This judgement is reached after taking a holistic approach to pupils' progress, which brings to bear evidence such as: pupils' books, their participation in lessons and their general level of engagement and attendance.

6. Staff Support

Staff are supported through regular PSHE meetings where staff are asked for feedback to ensure they are part of the ever-developing PSHE curriculum, and that they feel confidence with the delivery of themes. Their feedback also enables us to constantly evolve our delivery and provision to reflect the complexities of the modern world. PSHE/RSE training is delivered through the PSHE association for teachers teaching PSHE/RSE.

Appendix 2

Parents can find out more about the courses we offer from the following websites:

1. Science (GCSE/ELC/A levels)

[Science | Subjects | AQA](#)

2. Maths(GCSE/A levels)

[Mathematics | Subjects | AQA](#)

3. English (GCSE/A level)

[English | Subjects | AQA](#)

4. History (GCSE)

[History | Subjects | AQA](#)

5. Geography (GCSE)

[Geography | Subjects | AQA](#)

6. BTEC (Music, Sport, Digital information technology, Creative media)

[BTEC Tech Awards | Pearson qualifications](#)

Contents Checklist (Local Services may add additional items – this is a core list)			
Defines RSE		Outlines how RSE is monitored and evaluated	
Describes how RSE is provided (aspects of the curriculum, outside speakers, tutorials, therapeutic input etc)		Includes information on parents' right to withdrawal and actions to be taken	
Explains who is responsible for providing RSE		Outlines the training and support offered to staff delivering RSE	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions
9/9/2025	Liam Cranford	Updates to: Process of developing the policy Programmes of study / Delivery of RSE

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