



**Wonder Star School**  
**Curriculum Policy**

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<b>REGULATIONS</b>	<b>PART 1:</b> Quality of Education <b>PART 2:</b> Spiritual, moral, social and cultural development of pupils

**TO BE READ IN CONJUNCTION WITH:** Assessment, Teaching and Learning Policy, SMSC Policy, SEN Policy, Equality and Diversity Policy, Reading Policy and Calculations Policy.

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## **Introduction**

Wonder Star School is a small independent school, for children and young people aged between 5 and 11 years (Year 1 to Year 6), providing personalised education for pupils with a range of learning disabilities.

Wonder Star School recognises the importance of offering a broad and balanced curriculum. However, many of our pupils arrive at the school following a period of considerable disruption to their education involving significant periods of being out of school, exclusion; voluntary or enforced, and a history of challenging behaviour, anxiety, or negative educational experiences.

Our emphasis is on creating an inclusive curriculum with learning experiences which serve to progress the skill set of each learner, whatever their ability. Our curriculum content is relevant and purposeful and provides learning to impact a lifetime, with EHCP objectives underpinning all we do.

Skills learnt are transferable, with appropriate planning and support, into the home, the local community, and future placements. Wonder Star School offers a safe and secure environment where each pupil is valued and is encouraged to participate as fully as possible.

Our pupils currently do not complete national academic qualifications. Our pupils complete internal assessments with a focus on their interests and life skills. Pupil's ability is thoroughly assessed using internal assessment providing a clear level of ability for each individual pupil. Through our adaptable, ambitious and individualised curriculum we aim to provide our pupils with the resources and knowledge they require to achieve their potential, including potential qualifications.

We deliver a curriculum which is broad, balanced and inclusive; tailored for pupils with communication and interaction, cognitive and learning, social, emotional and mental health difficulties and sensory/physical needs.

## **Curriculum Offer**

We offer two curriculum pathways: a sequenced curriculum and a sensory-based curriculum. Pupils may access one or both pathways at different times, depending on their individual needs, ensuring that learning remains appropriately differentiated and responsive.

Through our curricula, we also aim for pupils to achieve and maintain a strong sense of wellbeing. This is accomplished through the building of mental health literacy and self-belief, which will be consciously incorporated into all aspects of their school experience.

This means that our curriculum, in every subject, is planned to ensure pupils leave with exceptional outcomes, both in their academic attainment and in their personal development. We encourage every child to strive for personal excellence, as well as reaching their full academic potential.

**Sensory (Pre-formal) curriculum pathway:** The school offers a comprehensive sensory curriculum designed to meet the needs of sensory-seeking learners by embedding sensory-based experiences throughout the day. The curriculum follows a four-year rotating programme aimed at children who learn best through their senses and play

It integrates the four areas of SEND - communication and interaction, cognition and learning, social-emotional and mental health, and sensory/physical needs; across all subjects, ensuring that learning is accessible and engaging

Pupils access multi-sensory lessons such as sensory stories, tactile exploration, movement-based activities, and hands-on crafts, alongside regular sensory breaks and sensory circuits built into the timetable to support regulation and readiness to learn. This approach ensures that each child can explore, engage, and progress through meaningful sensory experiences tailored to their developmental stage.

**Sequenced (Formal) curriculum pathway:** The school uses 'Cornerstones', which provides a customisable curriculum, and projects and lessons are sequenced to provide the optimum learning experience for all children.

This means new knowledge and skills build on children's previous learning towards the endpoints of the curriculum. We are also able to change and adapt the curriculum sequence to meet individual need, as and when required.

For more information, please visit:

<https://cornerstoneseducation.co.uk/about-us/parents-carers/>

## Curriculum Pathways in Practice

To ensure clarity and consistency in curriculum delivery, Wonder Star School implements its curriculum through two distinct but complementary pathways: a sensory (pre-formal) pathway and a sequenced (formal) pathway. While the delivery of these pathways differs, both provide a broad, balanced and inclusive curriculum, tailored to meet the needs of all pupils. Pupils within these pathways may be further grouped according to their developmental stage and level of independence (for example, Starlights, Comets and Astronauts), ensuring that learning is appropriately matched to need.

## **Sensory (Informal) curriculum pathway:**

The sensory pathway is designed for pupils who are working at early developmental stages and require a highly personalised, experiential approach to learning.

Learning within this pathway:

- Focuses on engagement, communication, emotional regulation, and early independence
- Is delivered through multi-sensory experiences, including sensory stories, exploration, movement and play-based learning
- Embeds approaches such as Attention Autism, structured routines and sensory regulation strategies
- Is planned around developmental areas of learning, rather than discrete subjects, to ensure accessibility and meaningful engagement for all pupils

Progress is measured through small-step developmental frameworks, including B-Squared (Connecting Steps), alongside observational assessment, EHCP outcomes and evidence captured through systems such as Evisense.

## **Semi-formal curriculum pathway:**

The sequenced pathway is designed for pupils who are able to access more structured, subject-based learning, supported by adaptation and differentiation.

Learning within this pathway:

- Is based on the National Curriculum, adapted to meet individual needs
- Is delivered through subject-specific teaching, including English, Maths, Science and foundation subjects
- Maintains a strong focus on communication, personal development, and independence
- Incorporates real-life and functional learning opportunities to support application of skills

Progress is assessed through a combination of formative and summative assessment, including B-Squared (Connecting Steps), teacher assessment, EHCP targets and termly progress reviews.

## **Consistency Across Pathways**

Across both pathways:

- All pupils access a broad and balanced curriculum
- Learning is personalised and underpinned by EHCP outcomes
- Teaching is adapted to meet individual needs, including small group and 1:1 delivery where appropriate
- Progress is measured from individual starting points, recognising small steps of development

Progress across both pathways is understood as small-step development over time, including increased engagement, communication, participation and independence.

These pathways ensure that all pupils at Wonder Star School are supported to engage in meaningful learning, make progress and develop the skills needed for their next stage of education and life beyond school.

## **Statement of Curriculum Intent**

Wonder Star School is committed to providing an engaging, creative and knowledge rich curriculum for each of our young people. Every pupil, regardless of ability, will progress in their learning and experience stimulating, enriching and meaningful activities. Pupils will thrive in an environment which encourages them to ask questions and take risks. They will become confident individuals, with a strong sense of themselves and their place in the world, prepared for the next stage in their lives.

### **1. Curriculum Implementation**

Our curriculum at Wonder Star School is designed using the National Curriculum objectives with the aim of enabling each pupil to acquire a firm foundation in all the essential elements of each subject. They are taught in either small groups or 1:1 according to age, ability or need. Through the use of rigorous formative and summative assessments, highly differentiated lessons are carefully planned to take account of not only age and stage of learning but also prior knowledge, gaps in learning and the specific needs and learning preferences of individual pupils.

Lessons are designed to build confidence and resilience, they build on prior knowledge and pupils are encouraged to make connections within and between their learning to their own experiences, the community and wider world. Where possible, learning is enriched by visits and experiences.

Cross curricular links are made and carefully planned activities are designed to encourage enquiry and motivate the pupils through allowing them to take ownership of their own

learning journey through the use of activities which they can access their learning and make it relevant and meaningful to themselves.

Pupils are provided with regular opportunities to work towards their EHCP targets whilst introducing them to accredited qualifications and developing their skills in preparation for the world of work and adulthood. Subjects studied include;

- English
- Maths
- Science
- Computing
- Humanities
- Food technology
- Art and Music (including sensory music and 'Makaton' music sessions)
- PE
- RE
- PSHE
- Enrichment (swimming, equine therapy, etc.)

Depending on the set curriculum pathway, subjects vary and are covered by a different platform. For example, for Phonics, some children will follow the 'Core Word Programme', and others, 'Twinkl Phonics'.

## **Bespoke Interventions / Targeted Support / Enrichment Sessions**

Wonder Star School implements a range of bespoke interventions, targeted support and enrichment sessions to remove barriers to learning and ensure pupils make strong progress towards the outcomes set out in their Education, Health and Care Plans (EHCPs).

Provision is informed by ongoing assessment and is carefully matched to pupils' individual needs. Interventions may include Speech and Language support, Occupational Therapy strategies and 'Attention Autism'/'Bucket Time' approaches, delivered through 1:1 or small-group sessions as appropriate.

### **Music Provision**

Wonder Star School recognises the importance of music as a means of communication, expression and engagement for pupils with SEND. Pupils access music experiences through structured sensory music sessions delivered by external specialists, which support sensory regulation, listening skills and enjoyment of music.

In addition, pupils participate in Makaton and music sessions which combine signing, rhythm and song to support communication development, language acquisition and confidence in self-expression. These sessions are designed to be inclusive and accessible for pupils with varying communication needs.

Music opportunities form part of the wider enrichment curriculum and contribute to pupils' personal development, wellbeing and engagement with learning.

These interventions are planned coherently alongside the wider curriculum and are embedded into daily practice to support communication, engagement, emotional regulation and independence.

The impact of interventions is monitored regularly, with provision reviewed and adapted in response to pupils' progress to ensure support remains effective and purposeful.

## **Promoting British Values**

Wonder Star School actively promotes British Values through its curriculum, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

These values are embedded through our PSHE (Jigsaw), Relationships education, behaviour expectations, and daily interactions across the school.

## **2. Core Curriculum statements**

### **English**

At Wonder Star School, we intend for all pupils to experience an inspiring, language-rich and motivational English environment. We aim to foster a love of books and reading, alongside a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum.

Children will begin their early reading and writing development supported by excellent synthetic phonics teaching, giving them the foundational skills needed to confidently segment, decode and build words. During their time at Wonder Star School, all pupils will be given the opportunity to immerse themselves in a wide variety of texts from a range of different cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to be successful in their next stage.

Our intent is for every child to leave our care as able and independent communicators, with the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped for the next step in their journey. Our English curriculum is based on the National Curriculum objectives. These guide teachers in their planning of well-structured and exciting learning opportunities that enable our children to learn, revisit and progressively develop their skills in English at a level which meets their individual needs.

## Phonics ('Core Word Programme' / Twinkl)

**Core Word Programme:** The Core Word Programme is an AAC-based communication approach that supports pupils to develop essential everyday vocabulary through consistent modelling and practice. Using core word boards, weekly focused words, and structured activities, staff model high-frequency words across routines, lessons and play to help pupils express their needs, choices and ideas. The programme provides accessible resources, songs, stories and play opportunities to embed each core word in meaningful contexts, enabling learners to build functional communication skills in a supportive and sensory-rich environment.

**Twinkl:** The teaching of phonics supports children in early reading to develop their phonic knowledge. We use a synthetic approach which guides them step by step, from learning initial sounds to reading and writing sentences with confidence and fluency. This leads onto a structured spelling scheme where rules are taught explicitly, and words are chosen to support cross-curricular writing and are embedded in children's writing.

## Reading

Pupils are encouraged to read a range of fiction and non-fiction books for pleasure on a daily basis, allowing them to develop and maintain their fluency skills. Reading out-loud to an adult is a fundamental part of this and regular questioning takes place to establish levels of understanding and ensure that the text chosen is at an appropriate level of challenge.

Teachers also deliver guided reading sessions weekly, explicitly teaching the pupils essential comprehension skills, and giving them the opportunity to develop their fluency through modelled and shared reading of the text. Assessments against National Curriculum objectives are ongoing, enabling teachers to check pupil progress, identify gaps and adapt the teaching of reading as necessary. There are also regular visits to the local library.

## Writing

Our book-based curriculum puts high quality literature at the heart of literacy learning in order to raise engagement and attainment. Teachers choose texts which fit with the wider curriculum, and plan sequences that will provide opportunities to explore themes and issues and sustain ideas through discussion.

Through modelling, scaffolding and independent practice, pupils develop to become confident writers for real purposes and audiences. All pupils, regardless of ability, are encouraged to explore empathy and develop creative responses through, drama, storytelling and artwork. Importance is placed on functional skills and pupils study English as a language; they learn to communicate confidently in both spoken, written, or signed English, understanding the importance of this as a life skill. Pupils work towards appropriate accreditation at a level tailored to each individual.

## **Handwriting**

Handwriting is taught explicitly and systematically across the school as part of the English curriculum. Wonder Star School uses structured Twinkl handwriting resources to support the development of fluent, legible handwriting for all pupils.

The approach follows a progressive framework, beginning with the development of fine motor skills and early mark-making, through to accurate letter formation, and, where appropriate, joined handwriting.

Teaching is adapted to meet the needs of all learners, including those within the sensory pathway, where pupils develop pre-writing skills such as grip strength, motor control and coordination through multi-sensory activities.

Handwriting is modelled consistently by staff and practised regularly to ensure pupils develop confidence, independence and pride in their written work. The curriculum is delivered in a structured and sequential way to ensure clear progression over time.

## **Maths**

At Wonder Star School, we intend for all pupils to experience an inspiring, number-rich, and motivational Maths environment. We aim for all pupils to have access to a maths curriculum which meets the needs of all pupils and equips them with the mathematical skills necessary for them to succeed on whichever path they follow.

Our Maths curriculum at Wonder Star School is delivered with the needs of individual pupils at the core of it. The National Curriculum is used as a guide to support teachers in delivering a well-structured and thorough program which covers all areas of mathematics necessary to become confident mathematicians. Pupils are given learning experiences that provide them with opportunities to learn, revisit and progressively develop their skills in math's and apply their knowledge in other subjects and to living skills.

## **Science**

At Wonder Star School, our science curriculum has full cross-curricular links with the Topic curriculum. Our overarching goal is to enable every pupil to engage with and enjoy science, and to develop a sense of achievement and confidence in their scientific skills and knowledge. It is designed to be flexible, responsive, and tailored to meet individual learning needs.

We intend for our pupils to develop an understanding of basic scientific concepts and principles, with a focus on practical and hands-on learning experiences. We aim to build confidence and positive attitudes towards science through successful experiences and scaffolding support. They will develop scientific inquiry skills, including the ability to ask questions, observe, measure, and record data, and make predictions.

Our science curriculum is designed to be differentiated, multi-sensory, and engaging. We use a range of teaching and learning strategies that are responsive to pupils' diverse learning needs, including teacher-led instruction, pupil-centred activities, and investigations. We provide opportunities for pupils to engage in hands-on, practical investigations and experiments that allow them to explore scientific concepts in a variety of ways and make connections to the world around them.

Science is delivered through experiential, sensory-based learning within “Understanding the World”, where pupils explore materials, change, nature, cause and effect, and early scientific concepts through hands-on investigation and real-life experiences.

### **3. Topic Policy**

Topic at Wonder Star School is taught twice a week. It has cross-curricular links with the science curriculum and incorporates History, Geography, Art and Design & Technology. Combining these subjects enables us to deliver a thematic, immersive and experiential curriculum and range of learning opportunities for the pupils.

We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. To this end we have designed a curriculum based around cross-curricular topics that change each term.

The thematic curriculum promotes high-quality learning through engaging topics and it is sequenced to provide a clear framework of progression in skills and knowledge to equip pupils for the next stage of their education.

There is good evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between subjects and different areas of learning and also consolidate skills. Pupils are also likely to be more engaged in their learning if it has an exciting context.

### **4. Humanities Curriculum statements**

#### **History**

At Wonder Star School, we aim to develop in our pupils an understanding and appreciation of the past. We aim to provide pupils with a broad and balanced view of History in Britain and the wider world, whilst teaching pupils to develop the skills of enquiry, analysis, interpretation and problem-solving which will prepare them for the next phase in their education.

At the school we aim to ensure that pupils develop a secure knowledge that they can build on, our history curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way.

At Wonder Star School, the first opportunity to introduce pupils to vocabulary associated with History is implemented as early as possible. Staff follow the statutory framework which aims to guide pupils, to make sense of their physical world and their community they live in.

Listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world in which we live, and be aware how this has changed over time. Pupils are introduced to vocabulary associated with history as they explore the passing of time in their own lives and learn about significant events in the past.

## **Geography**

At Wonder Star School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Our desire is to provide our pupils with a sense of awe and wonder about the world they live in.

Our aim is to equip our pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes and we aim to expand their geographical vocabulary. We also aim to inspire pupils to enquire and develop an interest in their local area. The geography curriculum at our school enables pupils to develop knowledge and skills that are transferable to other curriculum areas, and which can and are used to promote their spiritual, moral, social, and cultural development.

The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Wonder Star School and also to their further education and beyond. Our curriculum is designed to provide our children with the subject-specific language they need to describe, question, and discuss the world, as well as their place in it.

Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about, for example, deforestation or renewable energy. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world.

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the best they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils.

Geography at Wonder Star School is taught in blocks throughout the year, so that pupils can achieve depth in their learning. Pupils will access resources to acquire learning through atlases, textbooks, maps, digital technology, and photographs. At the beginning of each topic, pupils are able to convey what they know already as well as what they would like to find out.

This informs the programme of study and also ensures that lessons are relevant and take account of pupils' different starting points.

Great thought is given to how pupils will be supported in line with the school's commitment to inclusion. Teaching and learning should show progression across all key stages within the strands of Geography. Educational visits will enhance pupil's cultural capital and children will learn and revisit the importance of our world and how it should be treated through a range of activities and experiences. Teachers are clear about which skills to teach in each topic they cover and therefore teach high quality lessons which build on pupil's prior knowledge, skills and understanding. Lessons are planned to promote different levels of learning. Questioning is used to promote different levels of thinking (evaluative, creative, and innovative) and prompt recall in children, encouraging them to reach conclusions on their own.

## Food Technology

At Wonder Star School, planning and delivery considers the varying needs and abilities of our pupils. Practical lessons require careful supervision and close adherence to and observation of risk assessments. Planning caters to the strengths, interests, and barriers that our young people have whilst also maintaining the desire to promote and encourage a move towards independence. For example, learning is linked to budgeting and the 'Eat Well' resources are utilised to develop pupils' own tastes and budget.

Through food technology, pupils have an opportunity to learn the theory of food; the production, marketing, healthy diet and budgeting to ensure a holistic understanding of the importance of diet and food. Alongside this, the pupils have the opportunity to develop their skills while creating a variety of dishes from around the world and dietary options. The food technology curriculum provides the pupils with the knowledge and skills they can transfer to their life outside and beyond school.

## Art and Design

At Wonder Star School, our art curriculum aims to provide a creative outlet for our pupils, enabling them to develop their imaginative and expressive skills. Through our art program, we intend to encourage pupils to explore a variety of mediums, styles, and techniques, and gain an appreciation for different forms of art. Our art curriculum also seeks to promote an inclusive and supportive learning environment, where all pupils feel valued and empowered to express themselves.

Our art curriculum intends to achieve the following objectives;

**Develop pupils' artistic abilities:** Our curriculum aims to help pupils develop their artistic skills and techniques through a variety of mediums such as painting, drawing, sculpture, and mixed media. We strive to help pupils understand and appreciate different forms of art, and experiment with different styles and techniques.

**Encourage self-expression:** We aim to encourage pupils to express themselves through art, and to help them develop their imagination, creativity, and communication skills. Our curriculum will help pupils to use art as a means of self-expression, and to develop their confidence and self-esteem.

**Foster inclusivity and respect:** We intend to create an inclusive and respectful learning environment where all pupils feel valued and respected. Our curriculum aims to promote respect for diverse cultures, beliefs, and opinions, and to encourage pupils to create art that reflects their unique perspectives and experiences.

Our art curriculum will be implemented through a range of activities, including;

**Practical activities:** Pupils will have the opportunity to participate in a range of practical activities, including drawing, painting, sculpture, and mixed media. These activities will be tailored to individual pupil's abilities and interests. At Wonder Star School, we encourage group projects where pupils work collaboratively on group projects, enabling them to develop teamwork and communication skills.

**Art appreciation:** We will introduce pupils to different forms of art and artists and help them understand and appreciate the different styles and techniques used.

**Exhibition opportunities:** We will provide opportunities for pupils to exhibit their artwork, enabling them to gain recognition and build their confidence.

## Computing

Our aim at Wonder Star School is to provide a high-quality, inclusive computing education that equips pupils with the knowledge and skills to engage with the technological world in a safe, purposeful and meaningful way. Our curriculum is aligned to the National Curriculum for Computing and is carefully adapted to meet the needs of our SEMH and sensory learners, with a strong focus on engagement, independence and real-life application.

The computing curriculum is structured to develop pupils' skills progressively across three key areas: computer science (programming and algorithms), information technology (using and creating digital content) and digital literacy (online safety). Learning begins with early exploratory experiences such as cause and effect, switches and touchscreen use, and builds over time towards more structured activities including programming, data handling, digital content creation and research.

Learning is delivered through a topic-based approach, where computing is meaningfully linked to wider curriculum themes. This enables pupils to apply their skills in familiar and engaging contexts, supporting both understanding and retention. Teachers use detailed knowledge of each pupil's needs, EHCP outcomes and starting points to adapt learning, ensuring all pupils can access the curriculum at an appropriate level and pace.

The curriculum is designed as a flexible progression model rather than a fixed sequence, recognising that pupils learn at different rates. Emphasis is placed on developing functional and transferable skills, including communication, problem-solving, independence and collaboration. Pupils are supported to move from exploration to intentional and purposeful use of technology, with opportunities to revisit and consolidate key skills over time.

Online safety is embedded throughout the curriculum and taught in a contextualised and accessible way, ensuring pupils understand how to keep themselves safe, seek support and make appropriate choices when using technology.

By the time pupils leave Wonder Star School, they will have developed confidence in using a range of technologies, an understanding of how digital systems work, and the ability to apply their computing skills in everyday situations and future settings. Opportunities for collaboration, reflection and feedback are built into lessons to support pupils in developing confidence, resilience and pride in their work.

## **Physical Education**

We recognise that our pupils may have physical barriers to participating in physical activity, or conditions that may require close monitoring during periods of activity. We are also aware that many of our pupils display behaviour that challenges and that this means that off-site visits and activities need to be staffed accordingly. We plan activities to meet the capabilities and interests of our pupils, as well as developing their fitness and social skills. Our PE lessons are designed to be catered towards each pupils needs.

## **Religious Education**

The RE curriculum allows pupils to explore religions, their community, and personal development and well-being. The lessons have the intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross curricular learning. Through our RE programme, we intend to encourage the pupils to identify, investigate, explore and respond to a variety of different issues, religions and world beliefs.

SMSC, personal growth and community cohesion are featured throughout the curriculum and are there to ensure opportunities for pupils to develop positive attitudes and values; as well as to reflect on and relate their learning in RE to their own experiences.

The intent is to make sure that pupils understand the relevance of RE in today's modern world and how it affects their lives.

Our RE curriculum will be implemented through a range of learning opportunities and activities including;

- Focusing on celebrations and rituals

- Learning about the world's religions including a deeper understanding of the origin of the religions, their stories, beliefs, and teachings
- Key words in specific languages
- Places of worship
- **Enrichment activities:** Pupils will visit different places of worship in the local area. These visits will provide the pupils with an opportunity to experience first-hand the different places of worship that they have learnt about and to meet with representatives of the religion and to ask them questions.

The emphasis will be on personal growth and community cohesion.

The impact of the learning will be for our pupils to have a better understanding of the religions that make up the landscape of the UK and the wider world and how they can learn from and work alongside each other to create community cohesion.

All pupils will be more informed about their position in the world and the decisions that they can make impact in their future. All pupils in the school will be able to communicate more confidently about their wellbeing, oral and cultural development for the society in which they live. The RE curriculum will promote inquisitive minds, respect, tolerance and understanding for all those around them including themselves.

## PSHE

The scheme aims to give children the knowledge, skills, and attitudes that they need to effectively navigate the complexities of life in the 21st Century. The curriculum covers key areas which will support children to make informed choices now and, in the future, around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society.

We implement our PSHE curriculum through 'Jigsaw', 'Teachers' Pet', the PSHE association and DFE guidance which is taught weekly in all pupils. Each lesson follows a specific sequence allowing us to connect with the children and open their minds up to learning. We then introduce new information, concepts and skills using different activities. We also provide the children the opportunity to manipulate and play with the new information in order for it to make sense to them.

Reflection is an important aspect of their learning experience and progress, so this is also woven into our sessions.

Our children will be able to;

- Justify their choices and stay safe in their different environments.
- Be problem-solvers and be more democratic.
- Identify strategies that will allow them to stand up for themselves and what they stand for.
- Develop their confidence, ability to work as part of a group and be able to deal with disappointments.

- Avoid unhealthy relationships.
- Understand the various ways that boys and girls are different both physically and in personality and discuss how to protect theirs' and others' privacy.

## **5. Curriculum Impact**

Wonder Star School ensures that the children build on their prior learning and experiences so that they progressively know more, remember more and ultimately make connections which will allow them to have skills for life. Pupils enjoy learning, they are passionate, enthusiastic, take accountability for themselves and are respectful.

## **6. Pupils with additional needs**

Pupils attending Wonder Star School have an Education, Health and Care Plan which often specifies therapeutic input into their curriculum e.g., the provision of Speech and Language Therapy; we ensure that such provisions are met.

Although not a therapeutic school, we have strong links with external agencies to provide support where relevant e.g., Occupational Therapy, or Speech and Language.

If it is considered by Wonder Star School staff that the needs of pupils with additional needs are not being provided for adequately, we will liaise with the placing authority to ensure that their EHCP reflects their true needs. Referrals to outside agencies to support the social and emotional learning of our young people will be sought; this serves to have a positive impact on the learning experiences of our pupils.

## **7. Preparation for the opportunities, responsibilities, and experiences of British Society**

Work in PSHE and in the day-to-day interactions within our school stress the importance of positive values: knowing right from wrong, honesty, integrity, acceptance, understanding, personal responsibility, reflection, resilience, compromise and forgiveness.

Many of these are difficult concepts for our pupils to come to terms with and so the importance is constantly modelled and revisited day in day out. Pupils are encouraged through positive praise and examples to take on these values to understand the importance of them to live a happy and healthy life in modern Britain.

## **8. Social, Moral, Spiritual and Cultural**

A key element of every pupil's experience at Wonder Star School is to prepare them to live in society. For young people with SEND the world can be a disorienting and confusing place,

where people do not react and respond in the way that their mind predicts. They are supported in their learning to manage and cope with the unexpected, to see change as non-threatening, to regulate their own feelings, fears, and emotions and to accept differences between varying cultures and traditions that are not their own.

To achieve this, we strive to give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives. We encourage pupils to explore and develop what interests them and others and encourage them to reflect and learn. We give pupils the opportunity to understand human feelings and emotions and the way they affect people. We also create an environment where all pupils can grow, flourish, respect others and be respected.

Wonder Star School promotes measures to prevent discrimination based in race, religion, gender, sexual orientation, age and other criteria and gives pupils opportunities across the curriculum to explore and develop moral concepts and values such as personal rights and responsibilities, truth, justice, equality of opportunity, right and wrong. An open and safe learning environment is provided in which pupils can express their views and practice moral decision-making.

## **Protected Characteristics**

Pupils are supported in recognising and respecting the codes and morals of the diverse cultures represented in the school and wider community. We encourage pupils to take responsibility for their actions; to respect school property, to care for the environment, and to develop codes of appropriate behaviour.

Wonder Star School will promote a sense of community, with common, inclusive values which ensure that everyone, irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion can flourish. We encourage pupils to work co-operatively and to recognise and respect social differences and similarities.

Helping pupils develop personal qualities which are valued in a civilised society, for example thoughtfulness, honesty, respect for difference, moral principles, independence interdependence, self-respect and encouraging pupils to challenge, when necessary and in appropriate ways, the values of a group or wider community. We provide opportunities for engaging in the democratic process and participating in community life and provide positive and effective links with the world of work and the wider community.

Pupils are provided with the opportunity to explore their own cultural assumptions and values and present authentic accounts of the attitudes, values, and traditions of diverse cultures. Wonder Star School will address discrimination on the grounds of race, religion, gender, sexual orientation, age, and other criteria and promoting racial and other forms of equality and extend pupils' knowledge and use of cultural imagery and language. Opportunities are provided for pupils to participate in cultural events to extend their cultural awareness.

## **9. Monitoring and Review**

This policy is reviewed annually by the Proprietor/Head Teacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.