

Curriculum Policy

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What is the INTENT of our curriculum?

All staff at 3 Dimensions School are committed to delivering a holistic and individualised curriculum that is full of rich experiences for all. We want our pupils to be happy and feel a sense of belonging. Our aim is for our pupils to acquire the skills and knowledge for resilience, to be friendly and able to build positive relationships and ultimately to access life and be successful in school and in their future in whatever way they choose.



Our ambitious curriculum has four main goals and is designed to help our children to;

1. **Be happy** – It is important that our pupils are happy, feel that they are valued and have a sense of belonging. We strive to give our pupils opportunities to have their own voice and feel that they have the power to make a positive difference in their own lives, and to the lives of others.

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2. **Be resilient** – many of our pupils have poor self-esteem and self-worth and have had disrupted and often negative experiences in previous school settings, therefore, we aim to support each pupil to become confident in their abilities, and to ask for help assuredly when they need it. We want our pupils to be emotionally resilient and to be able to regulate their emotions with increasing independence. We aim for our pupils to leave 3 Dimensions school with a good understanding of their emotions, how to get support when they need it, and to manage their emotions positively. 3 Dimensions school want our pupils to engage positively with learning and be motivated to achieve the best personal outcomes for themselves.

3. **Be friendly** – We strive to give our pupils a wide range of opportunities, underpinned by the fundamental British values, including democracy, the rule of law and individual liberty. The pupils are encouraged and supported to build positive relationships in all areas of their school life at 3Dimensions. They are encouraged to show an understanding of, and have respect for other people's viewpoints, recognising that people can have differing views, but still be respectful, and empathetic. These skills ensure that our pupils can develop and maintain strong positive relationships throughout their lives. We aim to support our pupils in developing their social skills and ability that allows them to access their community and be a part of society.

4. **Be successful** – We see each pupil as an individual at 3 Dimensions school, and as such, understand and celebrate that each learning journey will look different. When pupils start at 3 Dimensions School, we take the time to learn about them through a 'positive pairing' Programme. This Programme enables us to understand what motivates each pupil, and how we can support them to thrive and succeed. We want to ensure that all pupils develop holistically in all areas of their lives. We aim for pupils to gain and develop detailed skills and knowledge, both academically and holistically, building on their personal development skills.

We use baseline assessments to support our understanding of each pupil and allow us to carefully differentiate the provision with high expectations for every learner so that they can be confident in their own abilities, thrive and succeed in whatever they choose to be in life.

We are committed to ensuring our children leave 3 Dimensions school ready to access either;

- the highest level of post 16 education possible appropriate to their ability, interests, and aspirations
- relevant and considered employment and/or training that broadens horizons.

How do we IMPLEMENT the curriculum at 3 Dimensions school?

KS2 and 3 Pupils working at National Curriculum KS1 and 2

The pupil's individual needs and interests are at the core of our curriculum. Each pupil is given opportunities to build on and develop the skills they need to prepare them to succeed now, and as they progress into adulthood. These fundamental skills will allow them to thrive and to achieve their full potential. We follow the National Curriculum objectives for all subjects, which are modified to meet pupils' needs. Students are taught according to their ability, not age or Key Stage. Many of our pupils come to the school after experiencing feelings of failure in previous education placements. We believe that to succeed in education and in all aspects of life, it is imperative to develop positive relationships. Positive relationships are established through the ability to express thoughts, feeling and ideas. Independence is increased through the ability to make choices and express our personality fully.

The curriculum at KS2 and 3 includes;

English

We recognise that the ability to communicate and express oneself is an essential life skill. These fundamental skills will benefit our pupils socially, emotionally and intellectually throughout their whole lives. Our high-quality English and Reading Curriculum enables our pupils to be confident and independent communicators and listeners. English and reading are utilised effectively throughout our entire curriculum and teachers of all subject's value and promote the importance of literacy and communication skills as the key to achieve and succeed across all our curriculum and extra-curricular activities.

3 Dimensions School recognise that improving literacy and learning can have an impact on pupils' self-esteem, on motivation and confidence. It allows pupils to learn independently in all areas, whilst empowering them to achieve and be successful. It is our intention to ensure that all pupils are given a rich, variety experience of literacy, that relates to real life, practical activities, in conjunction with classroom-based learning.

We offer 2 teacher led English sessions per week (30-45 minutes per lesson), which follow a varied long-term plan, covering all aspects of the KS1 and KS2 curriculum. During these sessions, pupils are encouraged to build confidence in their own abilities, and to see that they can achieve. This is supported by Teaching assistants who continue to deliver a refresh of the lesson taught. The English curriculum encompasses an overview of reading across the school, writing and speaking and listening. Lessons are planned to support positive relationships and develop resilience, allowing pupils to communicate in a range of situations.

(a separate detailed curriculum Intent document is available for English)

Phonics through Read, Write, Inc.

In addition to weekly teacher led lessons, pupils at all abilities access a reading and writing intervention programme – Read, Write, Inc. Phonics, and Read, Write, Inc. Fresh Start. These interventions are taught either as a 1:1 or paired intervention with a TA. The pupils are given opportunities to read, comprehend, discuss, and write about the texts, relating them to their own experiences and other information they have already read. The intervention allows us to work on identified individual gaps in knowledge and skills, and to

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build skills, which gives the pupils the opportunity to see those small steps of learning, and to feel empowered.

Mathematics

The aim of our Maths curriculum is to prepare all our pupils for a successful future, and transition into adulthood. Maths is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. We aim to achieve this success for our pupils by encouraging the use of mathematical skills and language across the whole curriculum, during lessons and out in the community. It is important for our pupils to see the purpose for their learning and to be given opportunities to generalise their skills in a range of situations. We aim to ensure that maths is an embedded part of the whole curriculum and cross curricular opportunities are frequent. For example, the use of maths in science-based activities (handling and recording data), cookery (weighing and measuring out ingredients,) PE (heart rate, recording results and timings) and outdoor education (positioning and direction).

We offer two teacher led Maths sessions per week (30-45 minutes per lesson), which follow a wide-ranging long-term plan, covering all aspects of the KS1, KS2 and KS3 curriculum. During these sessions, we ensure that a range of teaching styles are used, and a range of opportunities are given to pupils to learn and develop their Mathematical skills and competencies, both individually and collaboratively as part of a pair or group. This is supported by Teaching assistants who continue to deliver a refresh of the lesson taught. Pupils are encouraged to always try their best and given opportunities to build confidence in their own abilities, and to see that they can achieve. The pupils are exposed to a variety of mathematical experiences and stimuli, using a range of mediums (books, online information, videos, objects of interest. etc) We aim for all pupils to feel confident in their learning, and not to be afraid to take risks. We encourage the pupils to be inquisitive and have a secure mathematical understanding.

(a separate detailed curriculum Intent document is available for Maths)

Explore and Discover

Teaching the foundation subjects such as Humanities and Science, has often resulted in students feeling negative and becoming disengaged. Frequently this is due to the dry delivery of the learning objectives, where worksheets become the 'go to' and creativity is squashed for the sake of academic progress. 3 Dimensions have changed this thinking dramatically by taking a new perspective. Our students need to have an awareness of the world around them and a recognition and appreciation of their place within it; to explore cultures, lifestyle, and art. It is necessary that they learn to question, predict, experiment and analyse. Therefore, we embrace these important subjects, and the wealth of opportunities they offer. However, we teach them in exciting, and innovative ways under the umbrella of 'Explore and Discover'. We want our children to be learning even when they think they are simply having fun. We want them to see 'Explore and Discover' on their timetables and feel positive and motivated. Explore and Discover lessons at 3 Dimensions are inclusive, exciting and result in our young people meeting targets, achieving in tasks and being successful. 'Explore and Discover' sessions for our KS2-3 pupils working at KS1-2 National Curriculum level, have one main curriculum driver each half term, from the subject areas of Science, Geography, History, or the Arts, with

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strong cross curricular links to reading, writing, science, Art, DT, RE, Maths, PSHE, SMSC, Drama and Humanities. This theme remains the same for a full half term ensuring we can show and educate our pupils to become 'Geographers', 'Historians', 'Scientists', 'Artists', 'Designers' 'Technicians' and 'Performers'. By allowing this immersion into an exciting topic, we can encourage and promote resilience, making sure that learning is embedded by making connections, extending learning, and exploring topics fully. Across the year, children will experience this depth of learning in a range of stimulating and engaging themes. Children will be able to adopt the skills they have learned through Explore & Discover's cross curricular approach and generalise them in the real world and in real life contexts.

Imagine and Create - A crucial area of the Explore and Discover curriculum is the delivery of art, craft, and design. This is a key focus at 3 Dimensions, and whilst this is implemented as part of this curriculum, we are in the process of prioritising art and developing it further, in order to meet the needs of all our students. Our young people struggle daily to understand and express their emotions. They often experience stress and anxiety when faced with academic challenges. They encounter issues with motor skills, communication difficulties and consistently face disappointment and low self-esteem, especially when learning opportunities are inflexible and unappealing. 3 Dimensions School recognise the need to provide accessible, inclusive and creative art lessons that are flexible and allow students input. We include a broad range of art and design, which includes craft and textiles. Through art, students develop their self-expression, learn to problem solve and take creative risks. The impact of art results in happy, confident, and creative young people who can succeed and achieve. This impact consequently opens doors to other opportunities beyond school.

(a separate detailed curriculum Intent document is available for Explore and Discover)

Inspire and PSHE

All pupils attending 3 Dimensions school have individual EHCP targets which ensure they receive support to develop their understanding of how to communicate and interact confidently in the world around them, the ability to work with other people effectively and to be emotionally resilient. Many pupils come to us at 3 Dimensions School with limited life experiences, they need extra support to understand the dangers that they may face, and how to interact appropriately with different people. Due to the individualised nature of our setting, pupils receive targeted support based on their individual targets. We also work with therapists who provide support, resources, and programmes to follow, to give our pupils effective support.

We recognise that in addition to these individualised learning programmes, and due to our location in rural Somerset, it is vitally important that we give our pupils ample opportunities to explore and learn through a rich, culturally diverse curriculum.

The aim of our Inspire Curriculum is to prepare all our pupils to recognise their value as citizens in our school community and beyond, which will enable them to see how they can make a positive impact on their community today, and in the future, as they transition into adulthood. SMSC, PSHE, SRE, British values, current affairs and RE are taught in a cross curricular way, as part of our Inspire curriculum.

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Our pupils face significant social challenges and often struggle to make and maintain friendships. They all experience Emotional, Social and Mental Health difficulties that can lead to behaviours that challenge. These behaviours have meant that the pupils have experienced the feeling of failure in previous educational settings, leading to low self-esteem and poor emotional resilience. Therefore, a strong PSHE and SRE curriculum is fundamental for our pupils at 3 Dimensions school.

At 3 Dimensions we have ensured that our pupils receive a diverse program of learning. With this in mind, we have chosen to structure our curriculum in two ways. Jigsaw focuses predominately on PSHE, relationships and SRE, which are all areas we have identified as important for our pupils. Whereas, Inspire has a broader focus encompassing SMSC, PSHE, SRE, British values, current affairs and RE. The Inspire program allows us to celebrate diversity, learn about other cultures and ways of life and how we can make a difference to the world around us.

The Jigsaw programme is a unique, spiral, progressive, and effective scheme of work, aiming to prepare our pupils for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. The Jigsaw programme we provide, caters for both the Primary and Secondary stages of learning. Pupils access the Jigsaw curriculum at an age and cognitive appropriate level.

The Inspire programme combines SMSC, PSHE, SRE, British values, current affairs and RE. Lessons are taught in a cross curricular way, ensuring that pupils learn a diverse range of skills, including learning to be part of a team, discussion skills, identifying right and wrong choices, conflict resolution, respecting diversity, and cultural traditions. We understand the impacts of our actions, how we can help and develop our local environment and recognise the importance of human rights for all.

Through these topics, we encourage pupils to be reflective, ask big questions, and to be curious about the world around them, understanding their value within it. We encourage the pupils to develop an inner discipline and to have a clear understanding of morality, not just 'following the crowd'. They will grow up with their own minds and be ready to accept responsibility for their actions.

(a separate detailed curriculum Intent document is available for Inspire)

Individual PSHE programmes – many of our pupils have targets linked to EHCP targets and individual needs e.g., puberty, personal hygiene, personal safety programmes. These targets are planned for and delivered on an individual basis, ensuring that the skills are learned, retained, and generalised so that the pupils develop an independence in their area of need. Social programmes are also incorporated into our curriculum, such as 'friendship formula' and 'socially speaking'. Through these programmes, pupils learn the skills needed to succeed in social situations, and how to be emotionally resilient when faced with challenging situations. Pupils are provided with a wide range of opportunities to practice and generalise the skills with trusted adults and peers.

ICT

A knowledge of computing is vital in our modern world and is a lifelong skill which will ensure that our pupils can feel confident and succeed throughout their lives. The importance of ICT use for communication has become more imperative, being used across all aspects of everyday life. It is therefore important that our pupils are confident in using a range of ICT equipment and understand the importance of staying safe online. They need to be emotionally resilient if faced with negative or disturbing information or imagery and understand who they should talk to if they feel worried or upset about anything they have seen. All pupils at 3 Dimensions school have access to a personal computer or laptop and iPad to ensure that they can use ICT in all areas of the curriculum. Pupils working at KS1 and 2 levels are explicitly taught ICT skills by following a Long-Term plan covering all aspects of the KS1 and 2 curriculums. The lessons are planned to link to pupil interests and topics covered across other parts of the curriculum.

STEM (Science, Technology, Engineering, Maths)

Frequently, our young people require hands-on practical activities. They learn best when they can fully and kinaesthetically participate in a task. Too often the reason students perceive failure in typical academic subjects is not because they can't read or write or conduct simple mathematics, but because the traditional learning environment is not accessible, nor enticing, stimulating or fun. Sitting at a desk and having to focus on tasks only proves to increase the child's level of anxiety and consequently results in their failure before the actual task has even been attempted! Offering a diverse range of fun and interactive STEM challenges results in the motivation of our young people and leads to success is an approach to education that focuses on the sciences, developing critical thinking skills and improving problem solving abilities. Many of our pupils at 3 Dimensions School find it challenging to make mistakes or take risks which have the potential to lead to perceived failure. These feelings can often lead to behaviours that challenge, and emotional dysregulation. STEM opportunities enable our pupils to take those risks in a safe environment, and to learn, with adult modelling and support, how to cope when faced with challenge, and how to use a growth mindset to overcome the issues in a positive way.

Physical and Outdoor Education,

Our young people often have low self-esteem and self-worth. They frequently present with social difficulties and experience increased anxiety in social situations. In addition, their life skills, physical exercise, and life experiences are often limited. We do not simply provide our young people with standard PE lessons, because we understand the need and importance to offer outdoor and physical education in a more diverse way. Therefore, to enable our students to be resilient, confident and happy individuals we provide 'Make a Difference' (M.A.D.) days. Through M.A.D. pupils take part in a range of outdoor pursuits, including Paddle boarding, archery, team building skills and surfing. Pupils are encouraged to take part in all activities, and to feel confident to take risks. The pupils are part of a team, and all members of the team work together cooperatively, showing compassion and support for one another, whilst truly having a sense of belonging through shared new experiences.

Individualised PE plans are also offered to pupils who do not access M.A.D. activities. These lessons are planned to incorporate pupil's interests and skill level, and can include,

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but are not limited to, ball skills, swimming, gym, badminton, and tennis. We want each student to have a positive self-image and to feel happy and confident in their physical and mental health, therefore physical education is an important part of our curriculum. The progress and development of physical skills are celebrated with each pupil, and where possible, we hope for pupils to gain awards for their achievements, for example distance badges in swimming.

Forest School

In many educational settings Forest School is simply offered as an add-on to the main core and foundation curriculum. At 3 Dimensions School this is not the case. Our young people need to learn about the world around them and be provided with the freedom and space to develop life skills, work on their social abilities and cultivate their independence. Forest School at 3 Dimensions is unique in its approach. The sessions are delivered either individually, in pairs or as part of a larger group. Sessions include a wide range of skills from bushcraft and survival to cookery and design and technology. Forest School caters to the individual needs of every young person. It remains an established and successful part of the curriculum that our students love.

KS3, 4 and 5 Curriculum

Pupils in KS3, 4 and 5 will be offered options alongside a core curriculum of English, Maths and Science, physical and/or outdoor education, Forest school, PSHE, citizenship and relationships & health education. Students will get the opportunity to choose from a range of vocational, technical and academic qualifications including (but not limited to);

- GCSE English Language and Literature
- AQA Functional Skills in English
- AQA Entry Level in English
- ASDAN qualifications in English
- AQA GCSE English Maths
- AQA Functional Skills in Maths
- AQA Entry Level in Maths
- ASDAN qualifications in Maths
- ASDAN PSHE short course
- ASDAN Food Wise Short course
- ASDAN Towards independence modules
- ASDAN Personal Development Programme
- ASDAN Sex and relationships Short course
- ASDAN Towards independence modules
- ASDAN Personal Development Programme Bronze, Silver and Gold award.
- ASDAN Expressive Arts Short Course
- ASDAN Life Skills Challenges
- GCSE Biology
- GCSE Chemistry
- GCSE Physics

How do we measure the impact of our curriculum?

At 3 Dimensions school, staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment and assessments across all subjects

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taught at the school. We use child friendly 'I cans' taken from the KS1-3 National Curriculum, and AQA Entry level and functional skills curriculums. SOLAR allows us to document evidence and show the steps of progress a pupil is making. These statements are used to assess, plan, deliver and review the pupil's progress. This 'assess, plan, do, review' process helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the curriculum, and to ensure that learning builds upon prior attainment and to set targets for each pupil. The expectation for progress for students is that they will cover 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Within the framework, students are assessed at three levels against each objective – emerging, developing or secure. Teachers use their judgment and evidence from work completed to assess student progress. Our expectation is that no child is judged to be secure in their knowledge of an objective until there is a minimum of three pieces of evidence of them completing the given skill, with an appropriate degree of independence. All assessments recorded by staff are subject to moderation practices.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with GCSEs, or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Meeting Additional Needs

All pupils attending 3 Dimensions have a Statement of Special Educational Needs related to social, emotional and communication difficulties and associated challenging behaviours that have proven too severe to have been successfully addressed within mainstream schools.

Specialist support for the pupils, through both the delivery of the programmes of study and personalized learning programmes, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy programmes or Behaviour analyst programmes. The curriculum is delivered by qualified, skilled, empathetic and experienced staff operating in a warm, safe, nurturing learning environment.

The school believes that it is of particular importance that all who work within the learning environment develop positive relationships. Thus, all those involved in lesson delivery, management of pupils and the provision for individual needs work collaboratively to ensure learning is a positive experience for all pupils.

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Social, Moral, Spiritual and Cultural Education

At 3 Dimensions School, we are committed to developing our students' social, moral cultural and spiritual education. Our curriculum aims to develop the full potential of the pupil holistically, and to recognise and celebrate the individual's worth and contribution to the school community. As part of this provision, we ensure that partisan political views are not promoted in the teaching of any subject. This is closely monitored through lesson observations and monitoring of planning and the curriculum where appropriate. All staff at 3 Dimensions School, and visitors, will be regularly reminded that it is inappropriate to share partisan political views with any students or their families. Any breach of this will result in disciplinary action being taken at an appropriate level.

Fundamental British Values

3 Dimensions School actively encourages pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs, throughout the curriculum delivery, teaching and learning in the school. These values underpin all teaching and learning at 3 Dimensions School, however, are also explicitly taught through assemblies, Current affairs, PSHCE and through the students taking an active role in the school council.

Specifically, we aim to ensure that pupils have an understanding and knowledge of:

- How citizens can influence decision-making through the democratic process
- An appreciation that living under the rule of law protects individual citizens
- An understanding that bodies such as the police and the army can be held to account by the people, through the democratic organs of government
- An understanding that the freedom to hold other faiths and beliefs is protected in law, and an acceptance that other people having different faiths or beliefs to oneself (or having none) should not be the cause of prejudicial or discriminatory behaviours
- An understanding of the problems of identifying and combating discrimination

The curriculum outcomes are achieved through a whole team commitment to strive towards the following outcomes:

- To motivate our students to engage with the learning process
- To promote a positive attitude towards learning, so that our pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To enable pupils to be creative and develop their own thinking
- To help our students understand Britain's cultural history and values
- To help our students understand the importance of truth and fairness, so they develop an understanding and commitment for equal opportunities for all
- To enable our pupils to develop the skills and knowledge required to be positive world citizens in our society
- To enable our students to develop respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To ensure learning occurs throughout the day, life skills and community participation skills are fundamental parts of our curriculum

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- To encourage pupils to accept responsibility for their behaviour
- We aim to help every young person to acquire the life and social skills to move to a more independent and positive future
- To continuously monitor the progress of pupils to shape and inform teaching and setting of the curriculum
- To continuously monitor and evaluate the strategies in place to support and help the pupils to overcome the barriers to their learning
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for young people with SEN
- To make reasonable adjustments for pupils with physical disabilities

What does excellent teaching and learning look like at 3 Dimensions school?

We recognise our pupils as individuals and believe that excellent teaching allows our pupils to develop and build on their skills of emotional resilience, believe that they can be successful and make a valued contribution, both in school and in the wider community. Excellent teaching makes subjects feel relevant and personalised to what is important to each pupil, communicating effectively how the learning relates to the real world, thus emphasising why that knowledge or skills matters to the pupil. All teaching needs to be carefully planned and delivered, dynamically responding, and adapting to meet the needs of the individual learners and learning styles, ensuring that there is a good balance of learning new skills, and reinforcing or building on existing skills. It is important that assessment is an integral part of the teaching process, ensuring that misconceptions are recognised and supported effectively in a timely manner.

Superb subject knowledge across the curriculum and understanding of our pupils' individual needs is crucial to ensure that learning can be successful and meaningful. Strong trusting relationships and communication between teaching staff and pupils is essential to ensure that the pupils feel happy and confident to learn, take risks and ultimately succeed in their learning.

Outstanding teaching plans for all pupils to achieve their personal best academically, as well as holistically, which means our learning journey aims to prepare pupils to reach their full potential (for example by completing GCSE, Entry level, Functional skills, ASDAN qualifications) and to be successful both at school and as they progress into adulthood.

Excellent teaching promotes positive relationships and the ability for the pupils to communicate effectively, be resilient and enable pupils to feel safe enough to take risks in their learning and to respond positively to challenges. Pupils should feel confident to ask and answer questions, express their thoughts and opinions, and feel that their contributions are valued. Where possible, pupils are encouraged to work in pairs or groups across all areas of the curriculum, allowing them to communicate in a range of situations and to show respect for other people, even if their points of view differ from their own.

We aim to incorporate life skills across our curriculum, allowing our pupils to gain the skills they need to succeed in the wider community. Excellent teaching uses a multitude of different learning strategies, in order to allow pupils to generalise the skills they have learned within the classroom. Activities across our curriculum should inspire students to engage with the natural environment whilst providing an enjoyable and safe experience. We promote independence and problem-solving skills that can be transferred into everyday life through a creative and practical based curriculum.

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