



Curriculum Policy

Aurora Hanley Curriculum Aims

Aurora Hanley School for pupils with complex communication, social and behavioural difficulties, including SEMH and Asperger syndrome, recognises that all students should have access to a broad and balanced curriculum. All students need to work at a level which is appropriate to their understanding, relevant to their chronological age and at a rate that suits their individual abilities. Learning and teaching is approached with a focus on the individual needs of the learners. Each student has a tailored curriculum based upon their baseline assessment, previous academic outcomes and long term learning targets. Students will be taught in small groups, individually, and when appropriate within the community. High aspirations are held for all its pupils, through the curriculum, pupils' experiences, knowledge, self-confidence, ability to communicate and independence are developed.

- To ensure all pupils have access to a broad and balanced curriculum
- To ensure that all students have an equal right to access high quality teaching in all areas of the curriculum that addresses their individual needs and supports them to make at least good progress
- To promote the spiritual, moral and cultural development of all pupils
- To encourage personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain
- To promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- To support all pupils developing healthy lifestyles and develop positive relationships
- To provide opportunities and experiences that develop pupil's communication skills

The Curriculum

The whole school curriculum is based on providing all pupils with opportunities to develop skills, knowledge and understanding across 7 key themes; Linguistic, Mathematical, Scientific, Technological, Physical, Aesthetic and creative, and Human and Social.

In key stages 2 and 3 pupils will follow programmes of study which deliver the skills and knowledge identified in The National Curriculum. The curriculum will embrace all areas of academic learning at a level that is related to individual educational needs and provides suitable levels of challenge. Opportunities to develop pupils personal, social and health awareness and understanding will be embedded across all curriculum areas.

Studies in key stage 4 support pupils to attain relevant qualifications so that they can and do progress to the next stage of their education, for some this may possibly be into courses that lead to higher-level qualifications and into employment. Additionally, the school provides learning experiences which enable pupils to develop the skills needed for independent living. Pupils are able to make choices regarding the courses they study and the types of qualifications they work towards. Qualifications offered meet a range of abilities in a variety of subject areas. The school has in place a strong belief in the value of vocational educational programmes and provides access to suitable courses and accreditation. Vocational studies can include opportunities for pupils to attend college and work placements.

The school is regularly visited by outside speakers and arrange educational visits giving pupils the opportunity to access learning through members of the community and experience learning through a wide range of sources.

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom. Trips and visits extend the range of environments in which pupils learn and broaden their experiences of the wider world.

Outdoor Education programmes include adventurous activities that enable pupils to enjoy taking part in physical and social tasks, in a range of environments and locations which are free from the constraints of a classroom. Pupils have opportunities to develop social skills, self-confidence, tolerance and team working skills whilst developing positive attitudes to health and fitness.

The School provides Sex and Relationships education. Pupils are encouraged and guided by moral principles and taught to recognise the value of family life. The role of SRE is to both explore and challenge conventional notions of masculinity and femininity, describing sexuality in a positive sense. It provides pupils with the knowledge, skills and attitudes to feel happy and supported in their own sexual identity, and to respect others' sexual identity. Those involved in the delivery of SRE will be committed to securing a safe environment which encourages open discussion of both the positives and dangers of sexual activity. The biological aspects of human reproduction are delivered through the science curriculum. We recognise that parents have the right to withdraw their children from any or all parts of the school's program of Sex and Relationship Education, other than those elements, which are required by the Science National Curriculum.

SMSC and PSHE are central to all aspects of our curriculum. Pupils are encouraged to respect the law and to act consistently with their own beliefs and with a view to the consequences of their own and others' actions. We enthusiastically promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Political issues are introduced in a number of courses and are presented in a balanced manner. The promotion of partisan political views in the teaching of any subject in the School is not allowed.

Religious Education is delivered as a discreet subject and also referenced within other subjects as and when it is relevant. The RE curriculum incorporates learning about Other religions so pupils have a broader understanding of the diverse world that they are living in.

Curriculum Transition

The school prides itself on providing effective and vital support for pupils as they make transitions through the various stages in their education. We carefully manage the transition of our pupils throughout the school and also in preparing pupils for further education. Detailed assessment and planning allows the full team of professionals to ensure that all support is cohesive and leads to the fulfilment of each individual's targets. Pupils and their parents/guardian/carers are provided with advice about the transition process and included in discussion prior to decisions being made about next steps.