



The Poplar Adolescent Unit
Therapeutic Education Department

CURRICULUM POLICY

**Accepted by the Management
Committee:**

Review Date:

January 2024

December 2028

Curriculum Policy

1 Statement

The curriculum for the PRU Service is defined in section one of the Education Reform Act (1988) and in Section 19 of the Education Act (1996). In addition to supporting the aims, ethos and values of our school, our curriculum meets the statutory requirements of the Secondary Curriculum (2007) and the three key aims for all young people; namely that all young people should be:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

The main aim of Poplar Adolescent Unit (Education) is to enable pupils to re-engage with education and to work towards reintegration into their mainstream schools or colleges. To that end the curriculum is constructed in partnership with the pupil's mainstream school so as to allow the greatest possible continuity of content and standards.

Mental health and emotional and behavioural difficulties may need to be addressed using specified programmes and teaching styles. These will be reflected in the Individual Education Plans and the Care Programme Approach.

Poplar Adolescent Unit (Education) aims to provide a broad and balanced curriculum as far as is possible within the bounds of a hospital setting. We do not have a full range of subject specialists available but we access expertise through our local mainstream schools and colleges, Advanced Skills Teachers and internet sites such as My Maths, Teach IT, Vision2Learn, i-essex and we have planned this year to use on-line or agency tutors.

Guidance is clear:

Access to Education for children and young people with Medical needs Ref: DfES 0732/2001

1.15 Pupils who are unable to attend school because of medical needs should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what can be a changing medical status.

8.9 Pupils with medical needs should have access to the full National Curriculum wherever possible. As a minimum, pupils with medical needs are entitled to a broad and balanced curriculum complementary and comparable to that in school. How and when they are able to access what is available, will, of course, depend on their medical condition. A core staff of specialist teachers who receive regular professional development can best deliver this.

8.23 In small hospitals or other units, access to subject specialists may be a problem. Communication with specialists using technology can help and can do much to improve access to a broad and balanced curriculum.

2 Principles

The curriculum is informed by the Outcomes Framework of Every Child Matters.

- The content and delivery of the curriculum will aim to promote the development of the pupils' self-esteem and the development of positive relationships. We encourage, through curriculum presentation, physically, mentally, emotionally healthy lifestyles. (ECM1)
- The curriculum will promote the spiritual, moral and cultural development of the pupils and help to prepare them for the opportunities, responsibilities and experiences of adult life. (ECM1,3,4,5)
- The curriculum is in line with the Local Authority's policies and procedures on Equality and Diversity.
- Issues of safety, bullying and discrimination are addressed at specifically designated times and also when they arise throughout the academic curriculum. (ECM2)
- The curriculum is designed to rekindle enjoyment in education through a mixed programme of National Curriculum work and aspects aimed particularly at improving mental health functioning. (ECM3)
- We encourage youngsters to be fully involved in decisions which affect them and actively encourage them to contribute to Unit and community issues. (ECM4)
- Our aim is to provide a range and depth of learning experiences for pupils which enable their return to mainstream school and thereby to achieve within the education system. Where this is not possible we aim to provide a curriculum which enables the youngsters to gain employment in the future. We recognise that young people who do not have any formal qualifications find achieving economic well-being significantly more difficult. (ECM5)
- All students in Key Stage 3 and 4 follow a broad and balanced curriculum which is developed in liaison with the home school.
- Post 16 (Key Stage 5). The post-16 curriculum is designed to ensure progression from Year 11 and on to university, further education, training or employment.

Curriculum Planning and Monitoring

It is the responsibility of subject leaders to plan and manage the curriculum, assessment and recording for their subject areas. They report back regularly to the Executive Head who provides detail to the Management Committee via the termly Head teacher's report.

Reviewed - October 2013

Signed (Team Meeting)