



# The Orchard Curriculum



Orchard Framework of Intent<sup>1</sup>

## Vision Statement

We aim to create a safe, happy and nurturing environment for all our children!

## Mission Statement

The Orchard School strives to provide the best quality teaching and learning with an inclusive and personalised curriculum, where all achievements are celebrated!

## **The Orchard School – Together We Learn**

### **The Orchard Curriculum – Orchard Framework of Intent**

#### **Rationale**

At Orchard, we believe that all of our pupils are unique and therefore individual learning pathways are central to the practice and provision within the school. This is further strengthened through our commitment to early intervention, by embedding the philosophy and pedagogy of early year's education founded in the Development Matters framework 2012, along with the latest changes in the Early Years Framework 2021 and corresponding Development matters 2021, and the provision of a broad and balanced curriculum.

At Orchard School, our learners have the added complexities of physical, sensory and medical difficulties. The multiplicity of these means that each, and every learner has their own individual strengths and also some specific barriers to learning. The school provides a personalised, varied, vibrant and challenging learning pathway which enables progress to clearly be demonstrated and reported. This is possible because we follow a personalised approach and adapt learning to meet the unique needs of every child. Consequently, barriers are overcome, and learning opportunities maximised.

Central to our teaching is the belief that pupils have to be engaged, motivated and active in their learning whatever their starting point, as suggested by the Characteristics of Effective Teaching and Learning (CoET&L). Therefore, the CoET&L is crucial to identify key elements for learners to engage in learning, to be motivated to extend their learning and encourage active participation in their learning.

There is a collaborative approach to planning and delivery of individualised learning programmes which includes multi-agency teams, teaching teams and partnership with families in creating very specialised approaches.

#### **The Curriculum - Developmental Steps**

Following the 2016 Rochford Review the Orchard, like many schools, has moved away from P levels in favour of our own structure built around developmental steps and milestones.

Our curriculum, which we call the 'Orchard Framework of Intent' links directly to the key areas of the EHCP:

- Cognition: (Literacy/Maths/UW/EAD)
- Communication and Language
- Social and Emotional Development
- Independence and self-care
- Physical Development

Based on well-known sources of child development research, (such as Mary Sheridan), the framework is laid out as developmental steps, with a milestone statement for each key area at each developmental level. Currently there are 16 developmental steps, each laid out as shown below.



## Orchard Learners

All Orchard pupils follow a personalised developmental pathway for learning. There is inevitably a crossover of 'STEPS' in different areas of learning. Due to the complex nature and needs of the pupils at the Orchard, we know that their progress does not follow one linear pathway and a spikey profile is expected.

**PRE-SUBJECT SPECIFIC:** Those pupils working from STEPS 1- 9 are taught through topic-based activities, combining curriculum areas through supported, multi-sensory led learning experiences and play.

**SUBJECT SPECIFIC:** Those pupils working from STEPS 10-19 increasingly have more opportunities for subject led teaching and group learning. Using in-depth knowledge of the pupils, the teacher will decide upon the best approach for each child. The topic themes guide planning and delivery but there will be more focused lessons for some subjects such as science. As pupils progress through steps 10 onwards there will be increased encouragement and expectation for pupils to become more active in their own learning. By Step 13/14 some children will have their own workbooks for maths and literacy. Within steps 17-19, teaching will include broader topics and children working at these levels may be grouped together across school for specific subjects.

Due to the complex nature of all our learners at the Orchard there are additional barriers to learning and these are always considered to ensure the effectiveness of provision. Our Orchard learners are identified in one of the following four categories:

**PMLD** children with multiple profound and complex needs (steps 1-9)

**SLD** children with severe learning difficulties (steps 10+)

**SP** severe learning difficulties with additional challenges due to physical needs (Steps 10+)

**S+** more able SLD, not yet in MLD (moderate learning difficulty) category (Steps 16+)

## Intent – Curriculum Content:

### Communication and Language

Communication and language skills are developed in the following areas for all pupils:

- Speaking (expression)
- Listening (understanding)
- Attention
- Use (of language)

All pupils need to access an effective mode of communication that can be understood and supported by a range of other people with whom the pupil will interact. This might be supported with PECS symbols, Makaton signing, aided language displays, or technology aided communication systems.

Pupils working between Step 1-9 will experience activities through TACPAC, Dance Massage, Music Interaction, Interaction Rhymes and Intensive Interaction to enhance communication and interaction skills. For those working from Step 10 onwards there may be group opportunities for learning and there may be more use of interaction games to enhance the use of language. Pupils will be extending their understanding and use of language through a variety of activities. We also use the Derbyshire Language Scheme to support this.

Speech and Language Therapists support the teaching of communication to ensure that each child's mode of communication is appropriate and developed and embedded effectively.

### **Cognition and Learning- Reading**

The emphasis of our reading curriculum is on promoting a love of stories and rhymes and providing a wide breadth of reading experiences. All children at whatever their starting point in reading will be provided with an aspirational, challenging and exciting reading experience which will support them not only with life skills at home but in the community. Children are provided with an individual learning pathway and through joint collaboration with a multi agency team and have an individually set reading journey. A child's individual reading pathway will be guided by assessment and advice from SALT alongside the class team and parents. Reading will be taught across all subjects and as part of other elements of learning. We support children to develop reading skills in a shared and supportive way and believe that through this approach children can recognise and celebrate achievements alongside their peers.

#### **Children working between steps 1 – 9**

- Access to a varied range of continuous provision of class book area indoors / outdoors and school library
- Daily shared reading / story / rhyme experiences
- Daily reading opportunities to explore books and listen to stories.

**From step 10** children will have specific reading outcomes which will be referenced in planning and progress will be recorded on evidence for learning.

#### **Children working between steps 10 – 16**

- Curriculum is broken down into four areas – book skills, comprehension, whole word. Children will have access to continuous provision of class library indoors / outdoors and school library.
- Daily shared reading / story / rhyme experiences

### **Phonics:**

Phonological awareness is one of the links between spoken language and learning to decode in literacy. It means; being able to hear, recognise and play with the sounds of a spoken language.

#### **Phase 1**

##### **Steps 1 -14:**

All children will have an initial phonics baseline on entry into school using our phase one curriculum and assessed through EFL. All children will have individually set phonics targets taken from our phase one curriculum.

Children will begin their reading journey and phase one will be part of everyday teaching. This may take the form of a stand alone lesson or a specific phonics activity within a lesson.

Children will have access to Time for Phonics scheme activities linked to phase 1 – digital content, practical activities and ebooks. Children will have exposure to first readers books to provide early experiences of reading at step 13 and above in readiness for moving into phase 2 phonics.

#### **Step 15-16:**

Children will now access a formal approach to reading at phase 2 then phase 3. When they reach this point children will have an initial phonics check using the phonics tracker. Children will have at least three to four separate phonics sessions alongside weekly literacy sessions based on comprehension and book skills. Planning will be separate to planned reading sessions and will follow the scheme Time for Phonics and a reading book scheme.

Children will have a reading book linked to the sounds they are learning and these can also be accessed at home via ebooks. Children will be heard read within a guided reading session daily or as often as possible.

**The phonics scheme we use is Time for Phonics** *(See our Phonics tab for more information)*

#### **Cognition and Learning - Writing**

Pupils working at steps 1-10 have activities planned alongside the Physical Handling Curriculum to develop fine motor skills. This is achieved by experiencing and engaging with a wide range of messy play and mark making experiences (as appropriate), using a wide range of tools and media on a wide range of surfaces.

For those pupils working above step 10, skills are broken down into the following categories:

- Grips
- Motor Movements
- Surfaces and Tools • Mark Making with Meaning
- Composition.

#### **Cognition and Learning - Maths**

##### **Use and Apply**

All pupils engage in the 'Using and Applying' strand of Mathematics. Pupils have planned activities designed to develop their understanding of objects, explore cause and effect, problem solving and the application of mathematical concepts.

Pupils working at Steps 1-10 develop their understanding of characteristics of objects and materials through activities around relational play. This encourages problem solving and active exploration of the function of objects. From step 11 onwards, there is a wider breadth of teaching and learning covering three strands: Using and Applying (see left), Number and Shape, Space and Measure.

Number and Numerical Patterns provides opportunities to develop skills in counting, understanding and using numbers, calculating simple addition and subtraction problems.

Shape, Space and Measure develops understanding and skills to describe and use shapes, spaces, and measures in different contexts.

#### **Cognition and Learning – Creative Curriculum – UW and EAD**



## Understanding of the World

Understanding the world involves guiding children to make sense of their physical surroundings and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Topics themes (see below) have been chosen to ensure coverage of all UW areas across the year.

### Lower School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and colour	Winter and materials	Weather and Tremendous tales	Spring and Animals and minibests	Summer and Water
Year 2	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and the Wild	Spring and moving around	Summer and in the home and garden
Year 3	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and growing	Summer and Holidays

### Middle School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and food	Winter and natural world	Weather and Keeping healthy	Spring and moving around	Summer and in the home and garden
Year 2	Marvellous me and Autumn	Celebrations and light	Winter and our senses	Weather and something old, something new	Spring and Animals and Minibests	Summer and the environment
Year 3	Marvellous me and Autumn	Celebrations and sound	Winter and materials	Weather and the Wild	Spring and Recycling	Summer and Water

### Upper School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Marvellous me and Autumn	Celebrations and sound	Winter and our senses	Weather and something old, something new	Spring and Recycling	Summer and the environment
Year 2	Marvellous me and Autumn	Celebrations and touch	Winter and around the world	Weather and Tremendous tales	Spring and growing	Summer and Holidays
Year 3	Marvellous me and Autumn	Celebrations and colour	Winter and natural world	Weather and Keeping healthy	Spring and Animals and minibests	Summer and in the home and garden

## The Natural World (Science and Geography)

Specific outcomes for science enquiry begin at Step 11. Prior to that science is embedded into learning through exploring and discovering via first-hand experience of materials and the physical world around. Geography covers locations and environments in, around and beyond the school.

## People, Culture and Communities (RE and History)

RE follows the main religions of the school population, namely: Sikhism/ Hinduism/ Islam/ Christianity. Each half term has a religion to explore through a key celebration of a festival/ event occurring in that half term period for that religion. Experiences and learning for the pupils is explored through special words, colours, sounds and patterns; special people, stories and places; special things such as symbolic items to use, to wear to eat. (For further information on our RE curriculum see below)

Past and Present (History) is taught in a way that is appropriate for the pupils and links to key points in time within their own lives, as well as learning about significant historical events across the year.

## Technology

The pupils explore a variety of technology and learn skills to support their learning across the curriculum. A guide maps out technology and skills for each 'Step' to ensure a breadth of experience that matches the development level for each pupil. Access to technology is provided in a variety of ways; for example by accessing cause and effect toys and equipment, Eye Gaze Technology, jellybean switches, iPads and cameras.

## Cognition and Learning - EAD – Expressive Arts and design (Creative Curriculum)

- Creating with materials
- Being Imaginative and expressive

**Expressive Arts and Design** involve enabling children to explore and use a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design & technology. Music is also supported by Big Top Musical Adventures delivering bespoke music lessons to class groups across the school year. EAD follows the same topic themes as UW – our Creative themes.

## **Social and Emotional Development and Wellbeing**

Relationships and Health Education is embedded into the Orchard PSHE curriculum. Relationships and Health Education became a mandatory area of the curriculum from September 2020.

PSHE at Orchard follows x2 integral components:

### **1. HALF-TERMLY TOPICS**

Teaching and learning through focused **half-termly PSHE topics**, which supports understanding of positive relationships, promotes health and wellbeing and develops understanding of keeping safe. It encompasses all the statutory 'Relationships and Health' requirements in a way that is appropriate for Orchard School. Each half-termly topic has a linked focus event (see the grid below).

In addition, each term has a 'keeping safe' focus which links into PSHE topic themes where possible, and to key national events across the year, such as Anti-bullying Week (November) and Internet safety, (February). Topics are planned and taught at an appropriate level, taking account of the small steps of learning needed to develop a greater understanding of the themes covered. The themes are revisited each year.

### **2. PSED - INDIVIDUAL FOCUS AREAS**

Key focus areas are identified for each pupil from the following three areas:

- **Building Relationships**
- **Managing Self** (includes health and self-care, supplemented by our independence curriculum) - **Self-regulation**

These are taught across all areas of the curriculum and across the day during planned opportunities for learning.

Steps 1-3 focus on adult-led interactions through emerging awareness and responses to a range of people and objects and a range of sensory stimuli.

From Step 4 of the Framework of Intent for PSED, there are specific outcomes in three distinct areas (as set out above).



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Change
	<b>SUPPORTING EVENT:</b> Meet my family* (Dept./Class led)	<b>SUPPORTING EVENT:</b> World Kindness Day November 13	<b>SUPPORTING EVENT:</b> World Happiness Day March 20	<b>SUPPORTING EVENT:</b> Healthy School Week March/April	<b>SUPPORTING EVENT:</b> Family Fun Day International Day of Families 15 May (UN)	<b>SUPPORTING EVENT:</b> Achievement Assemblies Leaver Assembly/ Prom
	<b>Throughout:</b> Keeping safe- asking for help/ understanding privacy/ keeping healthy (healthy eating)/ Being safe in the sun/MFB/MR/SC-SA developing skills as appropriate*/ hand washing (bacteria)					Half termly 'keeping safe' topics
	<b>Awareness training parents:</b> online relationships/ online safety mobile phones/ iPad/ social media/ access to the internet					
<b>RHE links</b>	RE-Families and people who care for me	RE-Caring friendships RE-Respectful Relationships RE- Online Relationships*	HE-Mental Wellbeing HE Physical health and fitness	HE Physical health and fitness HE-Basic first aid* HE-Health and prevention HE-Health Eating	RE-Families and people who care for me RE-Caring Friendships RE-Respectful Relationships	RE- Being safe HE- changing adolescent body*
<b>Throughout:</b> RE Online Relationships/ (RE)Being safe (add element to each term) HE Mental wellbeing/ HE- internet safety and harms HE-Healthy Eating						

### Note about Sex Education

Orchard School has always offered a simple programme to support some understanding of change as part of transition term, (summer 2). This is part of the topic in summer 2- 'Change' for identified year 5 and 6 pupils, (those pupils who are at the appropriate level of understanding to benefit from the content). The areas covered in this 'Preparing for Puberty' programme are now part of the Relationships and Health Curriculum which became statutory from September 2020.

The content covers changes to the body (as in growth from baby-child-adult), changing emotions and ways to manage them, understanding of privacy, (own and others) and keeping safe.

It is **not** a Sex Education programme. It is a part of the curriculum and delivered through the 'Change' topic in summer term, and as such we no longer need to obtain parental permission as it is a part of the curriculum. However, for those pupils accessing this, parents will continue to be consulted and involved to ensure that they can support their child's understanding of the content covered.

**Fundamental British Values** (FBV) is integrated through all curriculum and school life. As a school we have reflected on what each area might look like at The Orchard. See the chart below for an overview. (Tis chart is also on the website).

The areas for Fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs and for those without faith.



## FUNDAMENTAL BRITISH VALUES AT THE ORCHARD SCHOOL



 <p><b>DEMOCRACY</b> <i>We all have a say.</i></p>	 <p><b>RULE OF LAW</b> <i>We respect the rules of school and follow the laws in society.</i></p>	 <p><b>TOLERANCE OF OTHER PEOPLE'S CULTURES AND RELIGIONS</b> <i>Together we are one community who care. Respect and understand one another.</i></p>	 <p><b>MUTUAL RESPECT</b> <i>We respect others and expect them to show us respect.</i></p>	 <p><b>INDIVIDUAL LIBERTY</b> <i>We know our human rights and exercise them in school life and beyond.</i></p>
<p>Everyone has the right to be heard. Every pupil has a voice and is listened to.</p> <p>Every pupil has their communication needs met to make sure they have a means of communicating their needs and ideas. Made of communication to enable my voice to be heard and my needs to be met. PECS, Tassels, OoR, ALDs, MAKATON</p> <p>Learning good listening is an important aspect of valuing each other's right to be heard. Listening is just as important as using one's voice.</p> <p>Every pupil has opportunity to takes part in decision making in school/class activities.</p> <p>A School Council is voted for by all pupils in school. The school Council is made up of those pupils voted for and represents the views of the pupils across the school. Making a positive contribution to the school.</p> <p>Making choices in different contexts.</p> <p>Everyone takes part. Activities are adapted to ensure that no disability or need is a barrier to participate.</p> <p>Turn taking / sharing in different collaborative activities. Begins to understand fair and unfair.</p> <p>Able to take ownership for and be active in their own learning.</p> <p>Make choices in activities.</p>	<p>Pupils learn to recognise and manage their feelings and behaviour.</p> <p>The children learn, through PSHE, how to be kind and helpful, how to manage their own behaviour and to understand how their behaviour affects others.</p> <p>In class good sitting, good looking and good listening are important basic rules of the classroom. Class rules- symbol charts. Good listening, looking, sitting.</p> <p>Create simple rules, such as agreeing the rules about tidying up – having agreed responsibilities in class.</p> <p>The pupils learn, remember, and follow the school and class rules. They begin to understand the need for rules to keep everyone safe.</p> <p>Understanding of right and wrong is important. Understanding the consequences of not doing the right thing is important too.</p> <p>The pupils begin to learn that the police make sure everyone follows the rules in wider society and we all have to follow. The police keep us safe.</p> <p>Playground rules – understanding following rules keeps us all safe.</p> <p>Understand that we need rules in place to keep us safe, healthy, and happy.</p> <p>Following individual behaviour plans</p>	<p>Displays curiosity about the world around them and different people, starting with those within the school community.</p> <p>Accepts and respects the faith and beliefs of others. Recognise that we are all different and be curious to find out more.</p> <p>Learns about other people and religions: custom, prayer and music, food, special people and artefacts and where possible visit places of worship.</p> <p>The school promotes and celebrates religious festivals, involving families where possible.</p> <p>The school recognises difference in religious beliefs and is sensitive to the needs of different groups, (e.g. Being aware dietary laws and customs)</p> <p>Promote diverse attitudes and challenge stereotypes, by sharing stories that reflect and value the diversity of children's experiences.</p> <p>Arrange visits whereby children can engage with the wider community.</p> <p>Use of materials/resources that represent the diversity of the school and community beyond.</p> <p>Learn about/ celebrate key events that happen in the UK across the year – national events.</p>	<p>Treats others with kindness.</p> <p>Help others and know how to ask for help from others. Helps peers when it is needed.</p> <p>Learns and demonstrates good manners – being able to say sorry, thank you, and compliment others, appropriately.</p> <p>Promoting equality as a right of access to the whole curriculum.</p> <p>Learn and develop social skills needed to promote positive relationships. Turn taking/ sharing skills.</p> <p>Recognising emotions in self and in others. Recognising the effects of one's behaviour on how other people feel.</p> <p>Recognising the needs of others beyond school through participating in charity events to raise money for different causes. Recognise we can all make a difference.</p> <p>Pupils will be encouraged to enjoy taking on responsibility for small jobs in class.</p> <p>Circle times activities to share their own ideas and views and listen to those of others.</p> <p>Learning about others through role play.</p> <p>Participate in group activities and recognise everyone has a role in the activity.</p> <p>Antibullying week</p>	<p>Every child has the right to feel loved and valued.</p> <p>Celebrate the uniqueness of each pupil. Recognising and celebrating own differences and achievements.</p> <p>Every pupil has a right to be taught and guided in learning self-help and independence skills to become as independent as possible to meet their own needs. Every pupil has the right to have their basic needs and dignity to be met.</p> <p>Pupils learn how to have control over their own lives by being able to say yes or no, and to recognise that others have this right, too.</p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.</p> <p>Everyone has a right to be safe. Know how to ask for help if scared or worried. Know who to ask for help and how to ask for help.</p> <p>Freedom to make own choices.</p> <p>Recognise and include the interests of each pupil into activities across the curriculum.</p> <p>Right to be always kept safe. Know how to seek help if they do not feel safe.</p> <p>Learn how to keep safe.</p>

### Cultural Capital & Preparing for Life in Modern Britain

Cultural capital and preparing our children for life in modern Britain runs through all of our curriculum, below are some examples of what this looks like at The Orchard.

<b>Independence</b>	<ul style="list-style-type: none"> <li>Children learn to be as independent as possible, opportunities to use cutlery, dress/undress, practise using a towel after foot spa/swimming to allow them to have more autonomy over their bodies as they get older</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>All children have individual communication method; shared with home, enabling a 'voice' at all times</li> <li>Eye gaze- Using different technologies to improve communication methods</li> <li>TAC PAC, Music for Interaction- adults cue into each child</li> <li>Intensive Interaction – taking time and waiting for each child</li> <li>Routines and consistency for all- helps children feel secure, settled and ready to learn</li> </ul>
<b>Literacy &amp; Maths</b>	<ul style="list-style-type: none"> <li>Personalised books- mirrors/photos/TV characters</li> </ul>

	<ul style="list-style-type: none"> <li>• Library, phonics, sensory stories, story massage</li> <li>• Mark making and writing lessons – sand/outside/foam/jelly/big boards – right from EYFS</li> <li>• Maths- Manipulating objects (Link with fine motor) enabling access to every day objects to encourage independence and accessing every day life easier</li> <li>• Maths- switch toys, problem solving, 1:1 correspondence- allowing skills to be generalised into every day life, group situations e.g. sharing items with others</li> </ul>
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Building Relationships with peers and adults – looking, sharing</li> <li>• Building Confidence and self-regulation- Use of behaviour plans, class jobs, social stories, massage, Foot spa, Dance Massage</li> <li>• PSED topic, plus individual learning daily – personalised to each child</li> <li>• Sound Bath- Wellbeing promotion</li> <li>• Sensory Integration – allowing all to be in a place ‘ready’ and regulated to learn</li> </ul>
<b>Celebration of events</b>	<ul style="list-style-type: none"> <li>• Mothers Day/Fathers Day – invite all families in</li> <li>• Jubilee- Whole school/families/together</li> <li>• Queen’s death- Parents/class/display contribution</li> <li>• Parents attend curriculum mornings via teams and face to face- equal opportunities for all. Translated too.</li> </ul>
<b>CoETL</b>	<ul style="list-style-type: none"> <li>• Ensure children are learning in their way and special interests are incorporated e.g. superheroes in maths or trains in a book</li> </ul>
<b>Visitors</b>	<ul style="list-style-type: none"> <li>• WBA, Lizzie (Dance), Animal man, Beach Day, Clown, Drumming, parents from range of backgrounds – interact/share/bring real life experiences to pupils to widen experiences</li> </ul>
<b>Offsite</b>	<ul style="list-style-type: none"> <li>• Rock climbing, class trips to eat out- practise independence skills/build confidence</li> </ul>
<b>Explore the world around them</b>	<ul style="list-style-type: none"> <li>• Sensory garden, Quad and gym, forest garden, trim trail- all give children range of opportunities to develop, extend, generalise skills and to ‘have a go’ and become familiar with what they may see in their community at home</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• Children participate in Big Top music lessons</li> <li>• Children have access to 1:1 music lessons</li> <li>• Projector, Magic Carpet, omni beam, outdoor exploration, creative rooms, focus on skill over outcome – promoting child’s creativity</li> <li>• Encouraging own choice/use of tools/mark makers/materials/instruments/dressing up clothes/toys</li> </ul>
<b>At home/Links with families</b>	<ul style="list-style-type: none"> <li>• Links with parents; regular parent groups with range of focus e.g. curriculum, ideas for learning at home, home learning sent, class mornings to model methods- Allowing families/children from different backgrounds to be less disadvantaged when supporting their child at home.</li> </ul>

### **SMSC -Spiritual, Moral, Social and Cultural learning**

SMSC is integrated throughout the curriculum with specific opportunities for development through PSHE and RE.

It underpins personal development across the school curriculum and also links in to Fundamental British Values in promoting equality, understanding and celebrating the diversity of the school and wider community.

All pupils at The Orchard School are encouraged to contribute to activities that involve the whole school, families, and the wider community. We always have a welcome for any parents/ families to come into school to share some aspect of their own lives with children, such as Bhangra drumming and dance. The

pupils, families and staff participate in fund-raising activities. School takes part in national and international days of significance, such as Comic Relief and MacMillan Cancer Care, Remembrance Day, International Happiness Day, World Kindness Day and International Make a Friend Day. These opportunities help pupils to develop an awareness of the needs of others and promote a sense of caring and kindness towards others.

Off-site educational visits provide further opportunities to develop social skills and self-confidence. At Key Stage 2, some groups undertake residential visits.

Along with special assemblies, celebrating birthdays, trips out of school, celebrating special religious days and learning about other religions, the pupils have a variety of opportunities to develop their experience and understanding of the world through spiritual, moral, social and cultural events across the year.

In planning activities teachers include ways to explore these areas by:

Spiritual- Being reflective about their own experiences, feelings and values. Enjoying learning about themselves and others and the world around them.

Moral – recognising the difference between right and wrong and understand the consequences of their own behaviour and actions.

Social – develop social skills in different contexts and with different people. Understanding the need to follow social rules.

Cultural – develop some awareness and understanding of their own cultural heritage and that of others. Participate in different artistic, musical and cultural opportunities.

### **Independence Skills**

Independence skills are promoted throughout the day. Links are made with home so that the development of these skills can also be supported in the home. For some pupils one category may have greater significance and may even be linked to a request from home to develop specific skills in partnership with home.

Each pupil has focus areas to develop within their independence skills in the following categories:

- Dressing and undressing
- Personal hygiene
- Eating and drinking
- Being healthy and keeping safe (from Step 12).

### **Physical Development**

#### **MOVING - GROSS MOTOR SKILLS**

Developing the coordination of larger movements of the arms, legs, feet or whole body.

Each pupil will have key areas of gross motor skills to develop. For some pupils a physiotherapy programme guides their movement programme. This is created and supported by the physiotherapist and delivered by the class team.

Pupils at Step 10 and above (and are physically able) will take part in planned PE sessions once a week. following set Units for PE covering dance, gymnastics, balance and team games.

Pupils below Step 10 have access to yoga sessions, Rebound and water movement in school. Where appropriate, pupils attend either the Portway Centre for PE supported by the WBA (West Bromwich Albion) Trust or Malthouse for rock-climbing activities. Some pupils also participate in PE sessions planned and delivered by the WBA Trust. Additionally, pupils are timetabled for either swimming, water movement or hydrotherapy in the school pool, depending upon their individual needs. Some pupils attend swimming lessons at the local Langley Baths.

### **HANDLING -FINE MOTOR SKILLS**

Developing the coordination of small movements, involving synchronisation of the hands and fingers with the eyes, (referred to as hand-eye coordination).

Pupils at Orchard have a variety of complex needs, and some have significant physical difficulties so handling skills may be a real challenge but also a key element of developing some control over the world around them. The development of handling skills is an important aspect of promoting independence and the ability to actively engage in the world by exploring and handling a range of materials and objects.

### **STEPS 17-19**

Some pupils may reach the end of the steps 1-16 curriculum for a few strands of their learning. Therefore there are now extended steps in place to support their curriculum access and ensure challenge is provided and is consistent for all pupils. Within these strands, there are assessment criteria and set topics. These relate to the learning outcomes at a year 1 NC level.

### **Sensory Processing**

For some pupils there can be real challenges in processing the world around them. Some pupils require support for specific sensory processing needs. The activities provided enable the sensory input they seek but in a more appropriate way and this helps them stay focused throughout the day. Support provided is tailored to the pupil's needs and shared with families so that similar routines can be followed in the home. The Sensory Integration room is used with specific children on a 1:1 basis in order to develop their sensory processing skills.

Where appropriate, pupils may have a behaviour plan which outlines positive strategies to support the pupil in managing difficult times and aim at teaching more appropriate responses. The plan ensures consistency of supportive strategies both at school and at home.

### **Sensory Needs – VI and HI**

Many pupils have either one or both visual and hearing impairment. A teacher for the Hearing Impaired and a Teacher for Visual Impairment support class teachers in planning and delivering teaching in the most effective way.

### **Implementation - Planning teaching and learning**

Long-term planning - long-term outcomes are identified on the pupil's EHCP ('by the end of the key stage...') Section B-E-F (the landscape section of the EHCP). These are evaluated at the time of updating the EHCP for the annual review.

Medium Term planning sets out the intended teaching and learning for the half term through the annual topic and strand plan. This ensures all pupils meet all strands of learning across the year at a level that is appropriate to them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>PSHE- Whole School</b>	Me & My Family	Caring Friendships	Feelings	Keeping Healthy	Community and the wider world	Changes
<b>RHE- Whole School</b>	<b>RE:</b> Families and people who care for me.	<b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships. <b>RE:</b> Online relationships*	<b>HE:</b> Mental wellbeing . <b>HE:</b> Physical Health and Fitness.	<b>HE:</b> Physical Health and Fitness. <b>HE:</b> Basic first aid* <b>HE:</b> Health and prevention. <b>HE:</b> Healthy eating	<b>RE:</b> Families and people who care for me. <b>RE:</b> Caring Friendships. <b>RE:</b> Respectful relationships.	<b>RE:</b> Being safe <b>HE:</b> Changing adolescent body*
<b>Creative* See separate grid for department/ year</b>	Marvellous Me & Autumn	Autumn & (colour/food/celebrations/ light/sound/touch)	Winter & (materials/natural world/senses/around world)	Weather & (tremendous tales/wild/old & new/keeping healthy)	Spring & (minibeasts/moving/ community Animals/recycling)	Summer & (water/home/garden/ Holidays)
<b>Maths</b>	<b>Lower:</b> Shape & Space	<b>Lower:</b> Step 10+ Number Colour & Patterns	<b>Lower:</b> Step 8+ Measurement Sorting Step 1-10- U&A	<b>Lower:</b> Shape & Space	<b>Lower:</b> Step 10+ Number Colour & Patterns	<b>Lower:</b> Step 8+ Measurement Sorting Step 1-10- U&A
	<b>Middle:</b> Step 10+ Number Colour & Patterns	<b>Middle:</b> Step 8+ Measurement Sorting Step 1-10- U&A	<b>Middle:</b> Shape & Space	<b>Middle:</b> Step 10+ Number Colour & Patterns	<b>Middle:</b> Step 8+ Measurement Sorting Step 1-10- U&A	<b>Middle:</b> Shape & Space
	<b>Upper:</b>	<b>Upper:</b> Shape & Space	<b>Upper:</b> Step 10+ Number	<b>Upper:</b> Step 8+ Measurement	<b>Upper:</b> Shape & Space	<b>Upper:</b> Step 10+ Number



	Step 8+ Measurement Sorting Colour & Patterns		Colour & Patterns	Sorting Step 1-10- U&A		Colour & Patterns
<b>Literacy</b>	<b>Lower:</b> Books about self	<b>Lower:</b> Rhymes and Poems	<b>Lower:</b> Fiction	<b>Lower:</b> Non-Fiction texts	<b>Lower:</b> Text linked to topic	<b>Lower:</b> Fiction
	<b>Middle:</b> Books about self	<b>Middle:</b> Fiction	<b>Middle:</b> Rhymes and Poems	<b>Middle:</b> Text link to topic	<b>Middle:</b> Non-Fiction texts	<b>Middle:</b> Fiction
	<b>Upper:</b> Books about self	<b>Upper:</b> Non-Fiction texts (Sound, puppets, feely/moving/topic based)	<b>Upper:</b> Fiction	<b>Upper:</b> Rhymes and Poems	<b>Upper:</b> Fiction	<b>Upper:</b> Text link to topic
<b>Physical Development</b> Step 10+	Gymnastics	Dance/Yoga	Games/Athletics	Gymnastics	Dance/Yoga	Games/Athletics
<b>Speaking &amp; Listening, Independence, writing, handling all taught within the above topics.</b> <b>Phonics taught daily for all children</b>						

Short Term planning- is the ongoing, weekly planning that drives daily teaching and learning. It documents the ongoing recording of progress made, highlights elements to revisit to address misconceptions, and plans for a range of learning opportunities to embed learning. It informs the next steps for planning as an ongoing assessment tool. Levels of engagement are embedded into our evaluation of teaching and learning and inform next steps. Planning is cross curricular and incorporates speaking and listening throughout all that is taught.

### CoET&L

Every pupil has a CoET& L - 'Characteristic of Effective Teaching and Learning'. This is a personalised document which outlines important information of interests and learning styles and identifies how to support each individual pupil in their learning pathways to promote and sustain engagement. It details the key components needed through enabling environments and positive adult support to provide the best teaching and learning. These are updated termly.

### Impact – Assessing learning

Formative assessment – which is our ongoing recording as part of the planning/recording process to inform next steps for teaching and learning.

Summative assessment – we have regular data collections using a bespoke assessment tool.

Teachers use professional judgement and knowledge of the pupil's learning to identify progress made in conjunction with the staff team and where appropriate multi-agency teams.

Observations -staff record observations of key moments of learning that have been observed as WOW moments. Key points of learning are evidenced through our assessment tool 'Evidence for Learning' – this includes photographs or videos with an overview of progress made. Annotated photographs and comments map out specific moments of learning, showing cross curricular links and identifying next steps where applicable. It may also contain examples of work, comments from parents and other professionals as appropriate and this will provide further evidence of learning- e.g. a skill that have been successfully transferred to home context or that has been learned at home and can be transferred to school.

Parents have access to evidence added on EfL and are able to add their own comments and own evidence.

### Continuity and Progression

Progression for children with complex and profound multiple learning difficulties (CPMLD) is not simply attainment of skills and therefore must be viewed as a broader picture.

Some children make progress through the acquisition of attainment – vertical progression. However, for some children, progression can be viewed horizontally, whereby a skill needs to be generalised and reinforced through a repeated series of planned and varied contexts, thus broadening and widening the experiences presented to a child to embed their learning.

The complexity of the learning difficulties presented means that the pace of learning can be very varied from pupil to pupil and makes the individual and personalised journey of learning even more important.

Progression may be seen in the following ways and needs to be credited for each child:

- Vertical, linear progression
- Horizontal, lateral progression- including levels of engagement in their learning.
- Progress in a particular area
- Maintenance of skills
- Significant reduction of staff support
- Generalisation of skill
- Sustainability of a skill

- Reduction of regression
- Length of time to make progress
- Increased length of concentration and persistence in learning tasks.

#### Monitoring and development of the curriculum

Each subject leader develops and monitors their curriculum area to ensure that high standards of teaching and learning for their subject area are supported and maintained. Curriculum development is always a dynamic process. This is essential to ensure that the curriculum meets the needs of all pupils and is challenging and innovative in its content and delivery.

#### Curriculum Information on the website

The school website offers guidance for parents and families in supporting their child's learning at home by offering key information around developmental steps linked to each area of the Orchard Curriculum. On the website there are curriculum information cards with 'Step' information, curriculum guides, ideas for activities and some video content to support activities across curriculum areas.

Phonics information is displayed with a specific link to Time for Phonics website for parental videos on pronunciation of letter sounds. There are parent mornings specifically for phonics information sharing.

Curriculum Information mornings provide more detail of the curriculum, how it is delivered and how parents and families can support.

# Curriculum Guide for ORCHARD SCHOOL RELIGIOUS EDUCATION

The aim of teaching RE is to recognise and celebrate the cultural diversity of our community and country. Sandwell SACRE has provided an agreed syllabus for Sandwell schools. For special schools RE should be taught 'as far as is appropriate'. At the Orchard School we have adapted provision to link to key religious events that occur across each year and that provide opportunity for our pupils and families to celebrate and participate in a wide range of religious experiences as a school community.

## Intent and Implementation

Across the year, pupils will explore religions that reflect the Sandwell/Orchard population. Each half term has a spotlight on one religion, focusing on one of three areas of learning. Key religious events will be marked across the year through department and whole school / family events, promoting and celebrating the diversity of the school community.

## Summary:

- Each half term focuses on one religion. Each term has one or two festivals that school will celebrate.
- Each department has a different focus to explore (see grids below), and this will guide teaching and learning about that religion.
- The focus area changes each half term so that learning experiences are varied across the year, though there will inevitably be some overlaps.
- Teaching and learning links into the religious event /festival (if there is one) that is to be celebrated in that half term. Varying the focus should ensure that the experiences are not the same year on year.
- All classes are encouraged to visit at least one place of worship in the school year.

## Planning:

RE comes under 'Understanding the World'. Planning for RE should be included on the planning sheets for UW.

**RE content can be planned/taught weekly or as a block-week leading up to the celebration event, whichever is most appropriate for the class, but provision for learning about/experiencing the religion should be made for every class. This is an important aspect of the school's philosophy on SMSC (Spiritual, Moral, Social and Cultural), and Fundamental British Values, to recognise and celebrate the cultural diversity of our school community.**

Teachers will plan content that is appropriate for the level of understanding of the pupils in their class. The chart below outlines suggested content for each area. Teachers will take aspects which are meaningful and appropriate. These should, where possible, link to/build up to, the religious event that is celebrated that term/half-term, where relevant.

When planning content teachers should be considering how best to access materials that are appropriate for the pupils. Visits to local places of worship are a rich experience and should be planned for where possible.

Impact Assessment is undertaken on an on-going basis throughout the week, a formative assessment at the end of the half term within 'People and communities' UW Evidence for Learning strand takes place. Evidence of children's learning is recorded on EfL in photos, videos and comments format.

## Daily Worship

Every class should aim to have a daily 'act of worship' or 'reflection time' that is appropriate for the children in the class. This might be as simple as quiet time to reflect, perhaps lighting of a candle, listening to music and saying a simple prayer.

## Assemblies

These are important times for a class or a combination of classes to come together and celebrate and pray together. Large gatherings can be difficult for some pupils and teachers need to be sensitive to the needs of each child weighing up the benefits of taking part in a larger assembly where the child may find this difficult. It may be appropriate for some children to join part of an assembly or focus on class based assemblies. For the

majority of pupils it is an important time to come together and celebrate learning, sing together and give thanks together. Assemblies follow a theme set out by the PSHE/RE leaders.

<b>FOCUS 1:</b> <b>SPECIAL WORDS,</b> <b>COLOURS, SOUNDS AND</b> <b>PATTERNS</b>	<b>FOCUS 2:</b> <b>SPECIAL PEOPLE,</b> <b>STORIES AND PLACES</b>	<b>FOCUS 3:</b> <b>SPECIAL THINGS-</b> (symbolic items to have, to use, to wear, to eat)
<p>Special music and/or songs (might be linked to special events).  Sounds. Dance.  Responding to music/ smells/ sounds/colours linked to religious practice.</p> <p>Special deeds- charity/ kindness/ helping</p> <p>Colours/patterns/symbols linked to the religion/ festivals (e.g. Rangoli patterns)</p> <p>Prayer- what is it? Who do I pray to? Preparation for prayer.  Reflection time. Is prayer silent and still? Spoken, thought, sung? Times to pray. Special words used in prayer/ song. Are there special sounds that call us to prayer? What to pray for? Prayer words. Prayer hands. How? Bow head/close eyes/light candles? Special prayers that might be repeated. Are there prayers for different times in the day/ special occasions?  Blessings</p> <p>Many names for God- (God may have a different name in different religions)</p> <p>Festival greetings – what is said at festival times? Special words- e.g. holy, pray, blessing, names of religion, festivals and greetings. Things we say, e.g. Merry Christmas, Eid Mubarak.</p>	<p>Share special stories about important people, e.g. Jesus, Muhammad, and Guru Nanak. Often stories will share a lesson to be learned: being brave, kind, helpful, and showing love... The story may link to the religious festival/event being celebrated that half term, e.g. Rama and Sita, Guru Hargobind (Diwali)</p> <p>Special place: Place of Worship- temple/ Gurdwara/ Mandir/Church/Mosque. What do they look like (outside and inside)- visit one  Special place: in the home?  What to wear/remove when entering a holy place.  Who are the special people in the place of worship? (priest/vicar/Imam)  What happens in the place of worship?  What will I find in the holy place of worship?  Anything special happening on a festival day?  Visiting a temple- explore through the senses.</p> <p>Special holy places around the world- pilgrimage.</p>	<p>Special things: explore a range of religious artefacts. Explore tactile quality- are they shiny, rough, small, big, heavy, beautiful? What are they/ how are they used? Do the children have any of these in their own home? Have they seen them before?  Candles/ candlesticks - symbol of light in different religions- explore  Ornaments in the home? Objects that are linked specifically to a festival time? (e.g. advent calendar/ clay diva)  Special symbols or patterns?  Cards.</p> <p>Special clothes: Colours? Jewellery?  Are there special things kept in the home/ at the holy place of worship. Explore hats/ veils/ scarves.</p> <p>Special book: What does the holy book look like? How do we look after something very special?</p> <p>Special food: explore traditional food, especially where linked to religion/festival being celebrated.  Sensory experiences- smell/ taste/touch/see/ hear</p>

See the charts below for the religion/ focus/ event each half term, Cycle A, B, C run over a 3 year period. If able, include any events occurring for the pupils in class as they happen: i.e. weddings/baby naming/blessings/ christenings/ baptism/ communion etc.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HINDUISM	CHRISTIANITY	SIKHISM	CHRISTIANITY	ISLAM	CHRISTIANITY
<b>Festival: Diwali</b>	<b>Festival: Christmas</b>	<b>(World Religions Day</b>	<b>Festival: Easter</b>	<b>Festival: Ramadan-Eid Al-Fitr</b>	
Lower Focus 1	Lower Focus 2	Lower focus 3	Lower Focus 1	Lower Focus 2	Lower Focus 3
Middle Focus 2	Middle Focus 3	Middle Focus 1	Middle Focus 2	Middle Focus 3	Middle focus 1
Upper Focus 3	Upper Focus 1	Upper focus 2	Upper Focus 3	Upper focus 1	Upper Focus 2

AUTUMN	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HINDUISM	CHRISTIANITY	SIKHISM	CHRISTIANITY	ISLAM	CHRISTIANITY
<b>Festival: Diwali</b> (Hindu/Sikh)	<b>Festival: Christmas</b>	<b>(World Religions Day –</b>	<b>Festival: Easter</b>	<b>Festival: Ramadan-Eid Al-Fitr</b>	
Lower Focus 3	Lower Focus 1	Lower focus 2	Lower Focus 3	Lower Focus 1	Lower Focus 2
Middle Focus 1	Middle Focus 2	Middle Focus 3	Middle Focus 1	Middle Focus 2	Middle focus 3
Upper Focus 2	Upper Focus 3	Upper focus 1	Upper Focus 2	Upper focus 3	Upper Focus 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
HINDUISM	CHRISTIANITY	SIKHISM	CHRISTIANITY	ISLAM	CHRISTIANITY
<b>Festival: Diwali</b> (Hindu/Sikh)	<b>Festival: Christmas</b>	<b>(World Religions Day –</b>	<b>Festival: Easter</b>	<b>Festival: Ramadan-Eid Al-Fitr</b>	
Lower Focus 2	Lower Focus 3	Lower focus 1	Lower Focus 2	Lower Focus 3	Lower Focus 1
Middle Focus 3	Middle Focus 1	Middle Focus 2	Middle Focus 3	Middle Focus 1	Middle focus 2
Upper Focus 1	Upper Focus 2	Upper focus 3	Upper Focus 1	Upper focus 2	Upper Focus 3

Cycle A	Cycle B	Cycle C
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- May 2020
- Reviewed and updated September 2021 to reflect the changes to Early Years Framework which came into effect September 2021.
- Reviewed and updated July 2022
- Reviewed and updated May 2023
- Reviewed and updated September 2023