

PD Wider Offer in Teaching Centres Curriculum Intent



Intent

James Brindley recognises that our young people are disadvantaged, either because of their mental health, or because of their SEND status. We have **high aspirations** for them to access an enhanced educational offer, giving them opportunities they may not otherwise have had. By 'Thinking Differently', we are able to offer a range of activities to pupils, to improve their wellbeing, mental health, and cultural capital, and help them to **thrive**. We do everything we can to be **inclusive** in the opportunities that we offer, **keeping students safe** and **nurturing** them through the experiences we open them up to.

Implementation

Our weekly 'Wellbeing Wednesday' sessions are an afternoon off-timetable, where young people can access a range of options designed to improve their wellbeing and lifeskills. Activities provided might be crafting, video gaming, visits to stables, spending time with a therapy dog, gardening, etc. – young people have the opportunity to request activities or even to lead them themselves. We have PD days throughout the year, where we invite in visitors from external organisations (e.g., artists coming in to work with young people), or where young people take part in external visits, to places of worship, colleges, significant places within the community, etc. Pupils' engagement is also tracked through VIPs, monitoring how they apply our **Values in Practice**, and these are linked to rewards days and earning credit in a personal VIP account. We are in the process of developing a bank of experiences we want our young people to access whilst they are students with us, in conjunction with pupil parliament. Additionally, the Thrive approach is implemented across all settings, assessing pupils' emotional development and wellbeing, and putting interventions in place where necessary. It ensures all staff approach interactions with young people with playfulness, acceptance, curiosity and empathy. Our therapeutic practitioner, and trainee therapists from local universities, provide therapeutic support to young people who need it and may be struggling to access it outside of school. Our young people should have the opportunity to engage with fundraising, gain knowledge of mental health, be aware of their rights under the United Nations Convention on the Rights of the Child, access careers events and activities, understand how to stay safe online, keep up to date with current affairs, and celebrate national and religious occasions. This is planned for on a centre-by-centre basis.

Impact

Impact is evaluated through pupil voice and engagement in lessons. We hope that all young people across James Brindley feel the impact of a school that functions in a very different way to their mainstream settings, and appreciate the range of opportunities with which they are presented.

PD Curriculum in SPR Curriculum Intent



Intent

Our young people are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but also challenges and risks. PD (the JBA name for PSHE) aims to **nurture** students young people, helping them understand their personal and social development, as well as the society in which they live, this is done through a relevant curriculum and **high aspirations** for their knowledge and understanding. It gives every young person an equal opportunity to develop the skills and knowledge they need to **thrive** now and in the future, preparing them for adulthood. All topics are covered sensitively and in conjunction with clinical staff and parents when necessary, acknowledging our students' needs. The curriculum will be adjusted to acknowledge that some topics are less appropriate for a pupil in hospital, especially in ward settings. As pupils develop and mature, their knowledge of a topic will show progress. We revisit core knowledge and concepts to help develop this and to ensure that young people can **keep themselves safe**. Our STP curriculum has a key focus on transition, providing pupils with the skills to return to their home school. James Brindley's PD offer is unique to each child; we intend to **include** all, regardless of their needs, and to celebrate our differences.

Implementation

Our curriculum focuses on supporting home school curricula, where pupils have one. If not, pupils will follow the James Brindley PD curriculum.

Primary staff use the Twinkl Life scheme of work to inform their teaching, as well as covering topics relevant to the needs of the young people. We have bespoke resources created around different Thrive profiles, based on the emotional needs of our pupils. At KS3, KS4 and KS5, lessons follow the Life Lessons scheme of work, adapted to the clinical needs of our young people. Units are chosen deliberately, with consideration to the cohort of young people. PD helps pupils prepare for the opportunities, challenges, life decisions and responsibilities they'll face, aiming to help them to succeed once discharged from their service – this includes pupils with PMLD and SEND. We also aim to signpost to other supportive organisations at the end of every lesson.

Impact

Our baselines and pre-assessment activities allow us to identify gaps in prior learning. PD is not necessarily a subject where learners 'progress' in a linear way – it might be that they understand a great deal about one topic but have had very little experience of another. This means that we assess students on a lesson-by-lesson basis. Learners develop a desire for knowledge want to learn, and because discrete topics covered enable them to learn, keep safe, be happy and gain important moral values. In some settings, we carry out Thrive right-time profiles, and aim to develop skills identified on these. This helps students to work on areas that will help them to make progress emotionally and developmentally.

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Implementation

Within our SPR settings, James Brindley staff work alongside hospital or clinic staff to give over time within the school day to enhance pupil wellbeing, either on Wellbeing Wednesday or on a Friday afternoon. Activities provided within these slots might be crafting, video gaming, pool, listening to music, watching films, etc. – young people have the opportunity to request activities or even to lead them themselves. We have PD days throughout the year, where we invite in visitors from the community (for example, asking NHS staff to speak to pupils on a careers themed day), or from external organisations (e.g., artists coming in to work with young people.) Pupils' engagement is also tracked through VIPs, monitoring how they apply our **Values in Practice**, and these may be linked to different rewards available. We are in the process of developing a bank of experiences we want our young people to access whilst they are students with us, in conjunction with pupil parliament. Additionally, the Thrive approach is implemented across all settings, assessing pupils' emotional development and wellbeing, and putting interventions in place where necessary. It ensures all staff approach interactions with young people with playfulness, acceptance, curiosity and empathy. Our young people should have the opportunity to engage with fundraising, gain knowledge of mental health, be aware of their rights under the United Nations Convention on the Rights of the Child, access careers events and activities, understand how to stay safe online, keep up to date with current affairs, and celebrate national and religious occasions. This is planned for on a centre-by-centre basis.

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Implementation

Primary staff use the Twinkl Life scheme of work to inform their teaching, as well as covering topics relevant to the needs of the young people. At KS3, KS4 and KS5, lessons follow the Life Lessons PSHE scheme of work, which includes units covering all statutory elements of RSE, and bespoke planning for other core PSHE topics, such as careers. Staff are also empowered to cover other topics that are relevant to our young people, e.g., if a group have shown an interest in first aid. The curriculum is flexible, to meet pupils' needs. We teach in a way that helps our students to understand and navigate their way through the modern world, preparing them for the opportunities, challenges, life decisions and responsibilities they'll face. We also aim to signpost to other supportive organisations at the end of every lesson.

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Our baselines and pre-assessment activities allow us to identify gaps in prior learning. PD is not necessarily a subject where learners 'progress' in a linear way – it might be that they understand a great deal about one topic but have had very little experience of another. This means that we assess students on each topic discretely. Learners want to learn because topics covered enable them to learn, **keep safe**, be happy and gain important moral **values**. Additionally, we work alongside **Thrive** practitioners and keyworkers to carry out Thrive right-time group profiles, and to develop skills identified on these. This helps students to work on areas that will help them to make progress emotionally and developmentally.