FRANCIS BARBER

CURRICULUM POLICY

"Inspiring and supporting young people to achieve the best outcomes and engage with their futures by providing a second chance in education."

Date	**10th May 2024**
Next Review	**Summer term 2025**

MISSION STATEMENT

The aim of Francis Barber PRU curriculum is to:

Inspire young people to re-engage with their education and embrace a fresh start.

Support pupils and their families in returning to mainstream education.

Achieve the best possible outcomes both academically and pastorally, in order to enhance their chances of success.

Introduction

Francis Barber Pupil Referral Unit(FBP) provides a broad and balanced curriculum that is relevant to our learners' needs and that incorporates the requirements of the National Curriculum by offering a range of GCSE alongside vocational qualifications.

Pupils at FBP have complex social, emotional and mental health needs. Most of the children have lived through adverse childhood experiences leading to developmental trauma. Many of our children have experienced or witnessed domestic violence, emotional abuse/neglect, violent crime or are involved with other contextual risks. We understand that this significantly impacts on their learning, relationships, emotions and behaviour in the classroom. Many are non-attenders on referral, while most have had a negative experience of education and other professionals working with the family. Through the lens of trauma informed care we understand that such nurturing relationships can help children to develop a more positive relationship with education. We believe that for children to re-engage with their ability to learn it is **critical to create a safe and secure environment**. With this knowledge, we work hard to develop trusting and safe relationships with each child and their family. The adult – child relationship is a huge factor in bringing about positive change in their attendance and engagement with education.

Pupils at Francis Barber

Pupils at FBPRU have complex social, emotional and mental health needs. Most of the children have lived through adverse childhood experiences leading to developmental trauma. Many of our children have experienced or witnessed domestic violence, emotional abuse/neglect, violent crime or are involved with other contextual risks. We understand that this significantly impacts on their learning, relationships, emotions and behaviour in the classroom. Many are non-attenders on referral, while most have had a negative experience of education and other professionals working with the family. Through the lens of trauma informed care we understand that such nurturing relationships can help children to develop a more positive relationship with education. We believe that for children to re-engage with their ability to learn it is critical to create a safe and secure environment. With this knowledge, we work hard to develop trusting and safe relationships with each child and their family. The adult – child relationship is a huge factor in bringing about positive change in their attendance and engagement with education.

Our Curriculum Values

At FBP Teachers, Learning Mentors and our multi-agency network of professionals, work together and share the same values that underpin our curriculum intent. We work together with pupils in learning communities and at the different sites that form the umbrella of provisions and services that FBP offers to their pupils and families. Such provisions and services are carefully designed to meet the individual needs of all our pupils, including those with SEND, those who have lost their school place and those who were not able to secure a school place and have been referred to FBP for many other various reasons. At FBP we have the next steps of our children's education at the heart of everything we do.

Our Curriculum Intent

Francis Barber's curriculum intent is to provide young people with the skills and knowledge to become confident individuals who are able to lead safe, healthy and fulfilling lives and to prepare them for reintegration into an appropriate mainstream provision or to prepare them for GCSE level course and for moving onto a college or apprenticeship at 16. We aspire for all our young people to become responsible citizens who make a positive contribution to society.

We provide a broad and balanced curriculum that is relevant to our learners' needs and incorporates the requirements of the National Curriculum and relevant external accreditations. We offer a holistic and multi-agency approach to pastoral care by providing a keyworker who is responsible for each individual pupil's welfare and pastoral care. SEN and trauma informed practices are embedded throughout the school.

At **Key Stage 3 and Year 10** the aim is to prepare pupils for successful reintegration to mainstream education. In addition to the core Maths, English and Science curriculum, there is also a focus on developing pupils' skills in Numeracy and Literacy. We currently have an enrichment curriculum which includes a range of subjects including Creative Curriculum, Performing Arts and Media, PSHE, PE and targeted projects, such as the SEEd Project (a gardening project) and Music Therapy and Sports offered by external providers.

In Year 11, learners can study up to 8 GCSE or equivalent qualifications and they are offered a range of vocational subjects which enables them to meet the entry requirements for colleges, sixth forms, apprenticeships or employment. With the support of other agencies, we provide extensive careers support; through The Prince's Trust programme and mentoring to ensure Year 11 pupils are not NEET (Not in Employment, Education or Training) after finishing Year 11.

In Year 11 our work is supporting pupils to achieve the best possible outcomes in their GCSE, so they can secure a place next year in either college, employment or apprenticeships.

We aim to ensure no pupil is NEET through a robust keyworking programme, a strong work related learning curriculum and with the support of various stakeholders to ensure no child leaves year 11 **NEET (Not in Employment or Education).**

Francis Barber's curriculum intent is to engage them with education at whatever stage this engagement is at for the young person. Then we aim to provide young people with the skills and knowledge to become confident individuals who are able to lead safe, healthy and fulfilling lives and to prepare them for reintegration into an appropriate mainstream provision or to prepare them for GCSE level course and for moving onto a college or apprenticeship at 16. We aspire for all our young people to become responsible citizens who make a positive contribution to society.
We provide a broad and balanced curriculum that is relevant to our learners' needs and incorporates the requirements of the National Curriculum and relevant external accreditations. We offer a holistic and multi-agency approach to pastoral care by providing a keyworker who is responsible for each individual pupil's welfare and pastoral care. SEND and trauma informed approaches are embedded throughout the school.

To support this engagement with education we have developed a variated approach to supporting the young people and their greatly varying needs.

There are three main Learning Routes:

i) Learning Ready Group - (this policy refers to the curriculum offer for this group as the majority of our pupils.)
Pupils able to access GCSE level work, and able to achieve at least pass grades at GCSE or equivalent.
These pupils will have had ACE's which have led them to Francis Barber and they will have reasons why they cannot manage at a mainstream school at this time.

Intent
These young people will have access to a broad and balanced curriculum
designed to help them reintegrate into a mainstream school, special school or post-16 destination.

ii) Bespoke - *Pupils whose needs mean they struggle to maintain engagement in their learning.*

Intent
This route is designed to build pupils' resilience and confidence to engage with learning and develop academic skills so they can work towards reintegration to a fuller learning programme. The goal for pupils following this route is to achieve at least a pass grade at GCSE or equivalent in all, or nearly all, of the subjects studied by pupils in Learning Route 1.

iii) Multi-Agency Group - *Pupils whose needs mean they struggle to develop positive relationships with adults and/or peers and struggle to engage in learning.*

Intent

This cohort, due to their SEMH, trauma and attachment needs identified by their previous school, EWO, CAMHS, as well as by Francis Barber, are working towards being ready to learn. These pupils will be supported on a 1:1 basis in order to allow them to build positive relationships with adults and ensure they feel safe on site. In some instances, the pupil being on site may be a significant risk for health and safety reasons.

See Appendix 1 for more information and the implementation of these routes.

Curriculum implementation:

Key Stage 3 Offer

Subject	Intent
English	In English we are focusing on developing basic Speaking, listening and reading and writing skills which will enable students to reintegrate to the next provision. The focus is on literacy skills with reading tests being taken to measure progress every term. THe curriculum will Students will know how literature gives voices to oppressed people(s) and communities Students will know: Details of plot, character and setting Oral traditions of storytelling How characters and stories are used to convey wider meaning Key themes explored in the play The influences of classic texts in the present day Linguistic and Literary devices. They will learn about the significance of context and its influence on literary texts, Linguistic and Literary devices. Students will be able to: read for meaning Students will be able to: Read for meaning Students will be able to: Recall details of plot, character and setting
Maths	**The aim of the Mathematics curriculum i**s to ensure pupils are fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time Are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language 3. Are able to solve problems by applying their mathematics to a variety of routine and no routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
Science	**The aim of the Science curriculum is to** introduce pupils to key concepts and ideas in biology, chemistry and physics in interesting settings to help anchor their knowledge and understanding. Through both practical activities and theoretical study, pupils develop their scientific understanding and critical thinking. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged.

	To help pupils broaden their perspectives, helping in better understanding about the world around us. To equip pupils with the knowledge, skills and qualifications they need for their future, helping them achieve their full potential.
Art	**The aim of the Art curriculum is** to inspire pupils to engage with art and build their self-confidence. Programmes on offer currently include a broad range of artists from diverse backgrounds that the pupils can relate to. A range of societal issues can be discussed in the context of these artists' work. They develop the technical skills in applying a range of media to produce artwork they are proud of. By the time pupils leave, they should be able to use a variety of media to develop, refine their art work and developed an interest in continuing art further
PSHE	**PSHE education at Francis Barber is critical.** Many of our pupils face risks and challenges in their lives which has meant they struggled to remain in mainstream education. PSHE helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. These support pupils to stay safe and healthy, and build self-esteem, resilience and empathy. The PSHE programme can tackle barriers to learning, raise aspirations. It supports improvements in academic attainment and attendance rates, particularly among pupils eligible free school meals, in addition, it helps to improve employability and boost social mobility.
PE	**The aim of the PE curriculum** is to allow pupils to refine their physical, technical and tactical knowledge and skills in sports, supported by a focus on mental attributes like resilience, determination, and confidence. Our primary goal is to ensure that every student finds enjoyment in their Physical Education classes while acquiring essential skills such as teamwork, cooperation, effective communication, fair play, and respect. These aptitudes are crucial for navigating challenges, communicating effectively, and abiding by rules and becoming effective team members and leaders. We are committed to providing all students with opportunities to engage in competitive experiences within our PE curriculum.
Performing Arts and Media	**The aim of the PAM curriculum is to** provide opportunities for pupils to enjoy and experience the performing arts by studying a variety of themes and topics ranging from local to global issues in different areas of the wider curriculum. PAM's intent is to broaden learners' horizons on the vast variety of career opportunities in the performing arts, media and creative industries -particularly in London. The PAM curriculum uses Drama, music, dance and media as a vehicle to ensure the development of character and the overall persona, by improving interpersonal skills, self-confidence, self-image, speaking and listening, oracy, working with others and a variety of behaviours and attitudes necessary to succeed in real-life scenarios. These transferable skills are fundamental for pupils

	ability to learn and succeed regardless of their barriers to learning (including SEND and EAL)
Pathways	**The aim of the Pathways curriculum** is to devise a bespoke and inclusive programme, which will provide our pupils with a therapeutic as well as responsive learning environment in order to encourage our pupils thinking and reasoning skills. We aim to nurture positive attitudes, develop wider key skills and increase knowledge for all pupils so they become responsible citizens for tomorrow, today.
Childcare	**The aim of the Childcare curriculum** is to stimulate interest and encourage learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in Entry Level (3) Award/Certificate in Caring for Child / Children. In addition, the qualification allows Centres flexibility in its offering with a mix of vocational, personal, and social development (PSD) units. It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language.
Applied Digital Skills	**The aim of the ADS curriculum** is to ensure pupils and staff are proficient and possess the necessary skills, knowledge and tools to meet the demands, and succeed, in a world of rapid technological changes. The aim is that learners are prepared for the careers of the future. This is how at FB we work with a wide range of stakeholders to embed the ADS curriculum within, across and beyond the curriculum. **The 5 Core Digital Skills are:** ● **Word Processing** to support literacy. ● **Spreadsheets** to support numeracy. ● **Presentations**- to communicate, present, share research findings. And support the development of oracy. ● **Email and CV's** to support careers education. ● **Cybersecurity**. To support the PSHE curriculum

Key Stage 4 Curriculum Offer and Implementation:

Subject	Qualification/Board	Intent
English	Functional Skills level 1 and 2 GCSE English Language AQA 8700 AQA English Literature 8702	**The aim of the English curriculum** is to prepare pupils for the language demands for all areas of adult life, including the workplace. We emphasise the role of English in helping pupils towards a critical understanding of the world and cultural environment in which they live. We recognise the importance of English in supporting pupils with the language demands of the different subjects on the school curriculum. The study of English and Literacy at Francis Barber exposes pupils to a broad and balanced curriculum. On leaving Franics Barber in Year 11, the pupils should have obtained a grade in either Functional Skills (Level 1 or 2) and/or GCSE English Language. In addition to this, some would have attained a GCSE grade in English Literature.
Maths	Functional Skills - Entry Level 1, 2, 3, Level 1, 2 GCSE Maths - AQA 1MA1	**The aim of the Mathematics curriculum i**s to ensure pupils are fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time Are able to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language 3. Are able to solve problems by applying their mathematics to a variety of routine and no routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
Science	Biology GCSE - AQA 8461	**The aim of the Science curriculum is to** introduce pupils to key concepts and ideas in biology, chemistry and physics in interesting settings to help anchor their knowledge and understanding. Through both practical activities and theoretical study, pupils develop their scientific understanding and critical thinking. We aim to encourage learners to become responsible for their own learning, confident in discussing ideas, innovative and engaged. To help pupils broaden their perspectives, helping in better understanding about the world around us. To equip pupils with the knowledge, skills and qualifications they need for their future, helping them achieve their full potential.
Citizenship	Pearson Edexcel GCSE Citizenship Studies (2016).	**The aim of the Citizenship curriculum is to** prepare Francis Barber pupils to know and understand key ideas in society such as democracy, justice, equality, rights, responsibilities, diversity and freedom. They will have the opportunity to use and apply Citizenship knowledge through responsible participation to address Citizenship issues. This is designed to encourage pupils to become active, responsible citizens in adult life.
Art	Pearson Edexcel GCSE - Art	**The aim of the Art curriculum is** to inspire pupils to engage with art and build their self-confidence. Programmes on offer currently include a broad range of artists from diverse backgrounds that the pupils can relate to. A range of societal

		issues can be discussed in the context of these artists' work. They develop the technical skills in applying a range of media to produce artwork they are proud of. By the time pupils leave, they should be able to use a variety of media to develop, refine their art work and developed an interest in continuing art further
PSHE	BTEC Sweet Accreditation	**PSHE education at Francis Barber is critical.** Many of our pupils face risks and challenges in their lives which has meant they struggled to remain in mainstream education. PSHE helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. These support pupils to stay safe and healthy, and build self-esteem, resilience and empathy. The PSHE programme can tackle barriers to learning, raise aspirations. It supports improvements in academic attainment and attendance rates, particularly among pupils eligible free school meals, in addition, it helps to improve employability and boost social mobility.
Princes Trust	Entry level, Level 1 & Level 2	**The aim of the Prince's Trust Award** course is to give fun and accessible qualifications for all at Francis Barber. Ranging from entry-level 3 awards to level 2 certificates. KS3 will be involved in 3 different units including Teamwork, Interpersonal and self-management skills and preparing for a healthy lifestyle. KS4 will be completing Career planning, Work experience and money management.
PE	Sports Leaders Unit Award	**The aim of the PE curriculum** is to allow pupils to refine their physical, technical and tactical knowledge and skills in sports, supported by a focus on mental attributes like resilience, determination, and confidence. Our primary goal is to ensure that every student finds enjoyment in their Physical Education classes while acquiring essential skills such as teamwork, cooperation, effective communication, fair play, and respect. These aptitudes are crucial for navigating challenges, communicating effectively, and abiding by rules and becoming effective team members and leaders. We are committed to providing all students with opportunities to engage in competitive experiences within our PE curriculum.
Performing Arts and Media	Eduqas Welsh Level 1/2 Vocational Award in Performing Arts	**The aim of the PAM curriculum is to** provide opportunities for pupils to enjoy and experience the performing arts by studying a variety of themes and topics ranging from local to global issues in different areas of the wider curriculum. PAM's intent is to broaden learners' horizons on the vast variety of career opportunities in the performing arts, media and creative industries -particularly in London. The PAM curriculum uses Drama, music, dance and media as a vehicle to ensure the development of character and the overall persona, by improving interpersonal skills, self-confidence, self-image, speaking and listening, oracy, working with others and a variety of behaviours and attitudes necessary to succeed in real-life scenarios. These transferable skills are fundamental for pupils ability to learn and succeed regardless of their barriers to learning (including SEND and EAL)

Pathways	A range of vocational and GCSEs	**The aim of the Pathways curriculum** is to devise a bespoke and inclusive programme, which will provide our pupils with a therapeutic as well as responsive learning environment in order to encourage our pupils thinking and reasoning skills. We aim to nurture positive attitudes, develop wider key skills and increase knowledge for all pupils so they become responsible citizens for tomorrow, today.
Childcare	NCFE CACHE Level 1 Award in Caring for Children	**The aim of the Childcare curriculum** is to stimulate interest and encourage learners' understanding of the skills and knowledge needed to care for young children. It builds on the knowledge covered in Entry Level (3) Award/Certificate in Caring for Child / Children. In addition, the qualification allows Centres flexibility in its offering with a mix of vocational, personal, and social development (PSD) units. It is aimed at a range of learners, including young people needing to develop life skills as well as those who are thinking of working in childcare. It is also suitable for parents who wish to develop parenting skills, mature learners with special educational needs, or where English is an additional language.
Applied Digital Skills	Google Applied Digital Skills Programme	**The aim of the ADS curriculum** is to ensure pupils and staff are proficient and possess the necessary skills, knowledge and tools to meet the demands, and succeed, in a world of rapid technological changes. The aim is that learners are prepared for the careers of the future. This is how at FB we work with a wide range of stakeholders to embed the ADS curriculum within, across and beyond the curriculum. **The 5 Core Digital Skills are:** ● **Word Processing** to support literacy. ● **Spreadsheets** to support numeracy. ● **Presentations**- to communicate, present, share research findings. And support the development of oracy. ● **Email and CV's** to support careers education. ● **Cybersecurity**. To support the PSHE curriculum

Appendix 1

Curriculum Approach at FBP

Young people are referred to Francis Barber for a range of reasons including being permanently excluded, not being on a school roll, non-attendance at school and for dual registered placements. All of our pupils have struggled with the mainstream school experience and require a different approach. Many of our pupils have social work involvement and have lived through traumatic experiences including domestic violence and or contextual safeguarding issues, which have had an impact on their school and learning journeys.

We recognise that our pupils have different experiences in education and often a range of complex needs, for example medical, SEMH, trauma, attachment and other needs that are barriers to their learning. In order to meet these needs we have implemented a trauma informed approach for our work with pupils, inside and outside the classroom, and a broad curriculum offer. Many of our pupils have undiagnosed as well as diagnosed needs associated with ADHD, ASC, speech and language difficulties and dyslexic type difficulties when they join Francis Barber. Pupils may also be experiencing significant mental health challenges, such as moderate or severe depression and anxiety, in addition to Special Educational Needs (SEN) and disabilities.

All of our pupils are assessed on entry so we can begin to get to know them as individuals as well as their educational needs. All pupils have a Speech and Language screening and complete an initial assessment of mental health needs (RCADS) by CAMHS. Once we have established the best approach, we allocate pupils a Learning Route best suited to their current needs. All pupils are expected to make progress towards national accreditations and to sit public examinations when ready, however, we balance academic expectation with an approach that engages, motivates and nurtures.

The main ambition is for all pupils to be able to access the Learning Ready Group, however, where the pupil requires a greater level of support then they are supported in a different group. Pupils may change groups during their time at Francis Barber, moving between groups and Learning Routes as appropriate to their needs at any particular time. With a focus on empathy and understanding the Adverse Childhood traumas (ACE's) which negatively impact our young people, positive relationships can be developed. These positive relationships will support the young people to engage in learning at a point in time.

All of these routes aim to improve the self esteem and positivity around the young person supporting them to engage in their learning.

We acknowledge that there may not be a smooth transition between the routes, however, this is not different to pupils arriving to us already with gaps in their learning. These gaps in knowledge will be addressed when pupils are able to engage more fully in their learning.

These Bespoke and Multi-Agency routes will be reviewed formally fortnightly and decisions made about progress towards other routes. However, this must not be a straightjacket ensuring fluidity for pupils to progress from one route to another. As pupils make good progress in their responses they can be moved more swiftly at the agreement of the Head of School.

There are three main Learning Routes

i) Learning Ready Group

Pupils able to access GCSE level work, and able to achieve at least pass grades at GCSE or equivalent.

These pupils will have had ACE's which have led them to Francis Barber and they will have reasons why they cannot manage at a mainstream school at this time.

Intent

These young people will have access to a broad and balanced curriculum
designed to help them reintegrate into a mainstream school, special school or post-16 destination.

Implementation

These young people will have access to the core subjects of English, Maths and Science with the addition of PHSCE/SWEET, Art, Performing Arts, PE, and Prince's Trust. Our Year 11 pupils are also offered Childcare, Citizenship and English Literature.

Pupils will have mentoring support form their keyworkers and at times from an additional mentor.

This curriculum offer will allow pupils to access a programme of national curriculum subjects which will lead to GCSE courses for our Year 10 and Year 11 pupils. KS3 pupils will be aiming to be reintegrated or will be undergoing assessment towards an EHCNA or EHCP.

ii) Bespoke

Pupils whose needs mean they struggle to maintain engagement in their learning.

Intent

This route is designed to build pupils' resilience and confidence to engage with learning and develop academic skills so they can work towards reintegration to a fuller learning programme. The goal for pupils following this route is to achieve at least a pass grade at GCSE or equivalent in all, or nearly all, of the subjects studied by pupils in Learning Route 1.

Implementation

The Bespoke Curriculum Route will offer a narrower curriculum allowing pupils to establish better routines for school and exposing them to the skills they need to be better able to access a broader curriculum successfully. This route may be a combination of pupils joining groups for some lessons or may include some 1:1 sessions. It will be designed to best meet the needs of pupils and support the timetabling capacity of the school.

A key part of this programme is intense mentoring to help pupils re-engage with learning. Pupils will access learning in a range of lessons bespoke to their individual circumstances, including access to English and Maths sessions. This cohort may have experienced emotional based school avoidance (EBSA), adverse school experiences and mental health issues. Pupils in years 10 & 11 will be able to access some GCSE level courses and Functional skills English and Maths Level 1 and 2 exams.

The school will agree the programme and expectations with parent (s) or carer(s), any professionals working with the pupil, for example social workers, attendance officer, and with the cooperation of the young person themself. Bespoke programmes are monitored closely and changes made when necessary to support pupils to follow the complete curriculum as offered by Francis Barber when they are ready.

iii) Multi-Agency Group

Pupils whose needs mean they struggle to develop positive relationships with adults and/or peers and struggle to engage in learning.

Intent

This cohort, due to their SEMH, trauma and attachment needs identified by their previous school, EWO, CAMHS, as well as by Francis Barber, are working towards being ready to learn. These pupils will be supported on a 1:1 basis in order to allow them to build positive relationships with adults and ensure they feel safe on site. In some instances, the pupil being on site may be a significant risk for health and safety reasons.

Implementation

This group has consistent daily sessions with a range of teaching staff with the focus on pastoral care, relationship building, and social emotional resilience. Pupils will be supported through therapeutic conversations, and emotion coaching sessions in addition to accessing learning in core subjects, PSHE and Functional Skills English and Maths, leading to Level one and two qualification for the Year 11 pupils.

This cohort requires high levels of support from a multi disciplinary team. These teams may include learning mentors, teachers, school nurse, social worker, CAMHS, SALT, substance misuse worker, police officers, Evolve and other professionals.