



## **Prudentia Education Curriculum Policy**

### **KS3 / KS4**

#### **Policy Statement**

Prudentia Education is an Alternative Education Provision for young people aged 12 to 16. Established in 2016, we have forged a reputation for meeting the needs of challenging young people from Merseyside and other areas. We have encouraged many learners to overcome many barriers, which has enabled them to achieve their desired qualifications and move into further education, apprenticeships and employment.

We deliver Alternative Education Provision for learners of compulsory school age and our curriculum offers many subjects and learning activities which match those within the National Curriculum. Our education programmes are designed to meet the individual needs of every learner we support. We also offer access to a range of enrichment opportunities, alongside effective pastoral support and careers advice.

Our organisation aims to *nurture, inspire and educate* all of our young people so that they are able to appreciate the qualities that they possess and fuel ambition to make positive changes in their lives.

Our curriculum aims to develop our learners' academic, personal, social, academic and vocational skills to enable them to become responsible citizens and play a full and positive role in society. This not only helps with their personal aspirations but also has a positive effect on their local and wider communities. We follow the national curriculum and ensure that all pupils have access to those subjects within.

This policy outlines the school curriculum, the values that underpin it and how it is delivered, monitored and reviewed.

#### **Our Cohort**

Many of our learners are referred to us by schools or other agencies as they were not progressing within a mainstream setting or they may be experiencing difficulties within their current education setting. Our learners may have a history of low attainment, low attendance or may have been out of education for long periods of time. Additionally, they may have been or are about to be excluded from a mainstream school.

They may have a statement of special educational needs (SEND) or an Education, health and care plan (EHCP). Our learners may have social, emotional and mental health needs (SEMH); be looked after children (LAC) or additionally may be come from deprived areas.

Prudentia Educations ensures that each child undertakes a programme of person centred support to overcome any of the aforementioned barriers and thrive within a safe and positive environment.

## **Our Values**

At Prudentia Education we promote respect for all, valuing and celebrating diversity and recognising that each individual has a right to contribute on a daily basis and should be given every chance to succeed.

Our staff are committed to supporting our learners to overcome barriers and building resilience in our young people. Many of our learners have low confidence and self esteem, coupled with other additional needs. Our caring and determined staff provide a platform for them to meet and exceed their individual aspirations, which demonstrate excellent progress from their initial starting point.

We recognise that many of our learners have struggled in mainstream settings, with larger class sizes and curricula that may have not met their needs. We deliver a curriculum that is conducive to addressing reluctance to engage in education by working in an alternative manner. We challenge conventional methods of grouping learners by age, regardless of individual need, skills and interests.

We consider class size, vulnerabilities, ability, individual needs and readiness for learning when planning individual learning plans. Our classes and activities are fluid in recognition of challenges, progress made and development of interests. We also utilise all of our centre and external sites for learning activities, which give our learners every chance of reaching the achievements of their peers.

We encourage participation in enrichment activities which promote healthy minds and bodies. Many of our learners are inspired to continue these activities within their personal lives, which helps to address anti social behaviour and in turn enriches the lives of their families and peers as they take part together.

## Curriculum Principles

- At Prudentia we will consider individual needs and aspirations and personalise the curriculum to meet learners' skills, aspirations and interests
- The curriculum will prepare every learner to improve their wellbeing, employability skills and the opportunity to make a positive contribution to their community
- The curriculum will be learner led, taking into account individual needs and aspirations
- The curriculum will provide a range of assessment methods which enable learners to demonstrate their knowledge and skills by recognising their individual learning styles
- Learning will be contextualised and personalised throughout the curriculum and enrichment activities and take place in a range of settings.
- Learners will develop functional communication, literacy and numeracy skills
- The subject matter will be appropriate for the ages, interests and aptitudes of learners and allow for choice
- The curriculum will fulfil the requirements of each learner's statement of SEND or Education Health and Care plan (EHCP)
- The curriculum will include personal, social and health education (PSHE)
- The curriculum will lead to the spiritual, moral, social and cultural (SMSC) development of learners
- The curriculum will promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- The curriculum will provide appropriate independent careers guidance for learners
- The curriculum will aspire to provide learners the opportunity to learn and make progress
- The curriculum intends to provide adequate preparation of learners for the opportunities, responsibilities and experiences of adult life

- The curriculum will aspire to raise expectations and inspire learners to achieve much more than they originally believed they could achieve

## Curriculum offer

### KS4

Qualification	Awarding Body	Levels
Functional Skills English	Pearson - Edexcel	E1, E2, E3, L1, L2
Functional Skills Maths	Pearson - Edexcel	E1, E2, E3, L1, L2
BTEC Work Skills	Pearson - Edexcel	E2, E3, L1, L2 Award, Certificate, Extended Certificate
BTEC introductory Sport	Pearson - Edexcel	L1 Award, Certificate, Extended Certificate
BTEC introductory in IT	Pearson - Edexcel	L1 Award, Certificate, Extended Certificate
BTEC introductory in Applied Science	Pearson - Edexcel	L1 Award, Certificate, Extended Certificate

### Additional non accredited subjects and activities

PSHE/RSE	Standalone age-appropriate lessons and also embedded across the curriculum and through enrichment activities
Science	Standalone lessons for year 10. BTEC in applied science qualification commences in year 11.
History	Embedded across the curriculum and through enrichment activities for year 10 and 11.
ICT / Technology	External specialists deliver our IT/Computing programme. It is also embedded across the curriculum and through enrichment activities. Standalone lessons for year 10.  BTEC introductory in IT qualification commences when students reach year 11.
Geography	Embedded across the curriculum and through enrichment activities for year 10 and 11.
Art & Design	Embedded across the curriculum and through enrichment activities for year 10 and 11.
Music	Embedded across the curriculum and through enrichment activities for year 10 and 11.

Equality & Diversity	Embedded across the curriculum and through enrichment activities
Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values	
Information Advice and Guidance	
Work Placements & Vocational taster activities	
Further Education visits	
Further Education, Apprenticeship and Employment Preparation	
Embedded ICT / Technology activities	
Guest Speakers	
Health & Wellbeing and Building Resilience Workshops	
Drug Awareness, First Aid and Child Exploitation Workshops	
Pastoral activities	
Sports activities	
Community activities	

### KS3

Qualification	Awarding Body	Levels
Functional Skills English	Pearson - Edexcel	E1, E2, E3, L1, L2
Functional Skills Maths	Pearson - Edexcel	E1, E2, E3, L1, L2

### Additional non accredited subjects and activities

PHSE	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Science	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
History	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
ICT / Technology	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Geography	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Art & Design	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Music	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Equality & Diversity	Delivered in year 8 and 9. Embedded across the curriculum and through enrichment activities.
Spiritual, Moral, Social & Cultural Skills and the promotion of Fundamental British Values	
Information Advice and Guidance	
Vocational taster activities	
Further Education, Apprenticeship and Employment Preparation	
Embedded ICT / Technology activities	
Guest Speakers	
Health & Wellbeing and Building Resilience Workshops	
Drug Awareness, First Aid and Child Exploitation Workshops	
Pastoral activities	
Sports activities	
Community activities	

## **Relationship and Sex Education (RSE)**

We value the importance of sex and relationship education to help and support young people through their physical, emotional and moral development. Working in partnership with Liverpool Brook Advisory Centre our learners develop an awareness of Sex education and respect for themselves and others. It also explores healthy relationships, developing self esteem and the significance of marriage and stable relationships. We ensure that care is taken so that no child is stigmatised because of his or her home circumstances and sessions are always inclusive.

## **Careers Education**

Prudentia Education is developing a careers education offer, which is embedded into the curriculum to give learners access to meaningful industry encounters throughout all key stages. This is in line with statutory guidance as set out in 'Careers Guidance and Inspiration for Young People in Schools' (DfE 05/01/2018) guided by the Gatsby benchmarks to improve careers provision.

We work in partnership with referral schools, local authorities, partner and support agencies, post 16 providers and employers to ensure that all learners are best placed to meet the 'September Guarantee', to increase the number of learners progressing to positive destinations.

## **British Values; SMSC and pastoral support**

We promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs across the curriculum in order to develop the following amongst learners:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

SMSC will be developed across the curriculum by embedding it in various subjects and learning activities. Through the development of SMSC we aim to:

- enable learners to develop their self-knowledge, self-esteem and self-confidence
- enable learners to distinguish right from wrong and to respect the civil and criminal law of England
- encourage learners to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable learners to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling learners to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people



- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

## **Pastoral Support**

Pastoral support from a key staff and access to mindfulness, health and well being and building resilience sessions help our learners with their personal development and ability to overcome barriers they encounter.

Staff offer advice and guidance on a 1 to 1 basis regularly. Learners are encouraged to approach key staff with any concerns they may have. Informal interventions are available to all learners daily and more intensive pastoral support is available on request at any stage of their stay at Prudentia Education.

All staff team contribute to the supportive ethos at Prudentia Education and learners know that they can approach staff if they have any pastoral needs. Where appropriate, learners will be signposted or referred to other services promptly and with transitional support. We provide feminine hygiene products and deodorants in toilets etc. and work with Brook Liverpool to and C-Card trained partners to offer free contraception (condoms) to those who request it.

Pastoral support provides opportunities to:

- help learners distinguish right from wrong
- help learners accept responsibility for their behaviour
- encourage respect for self and others
- develop their self-awareness and self esteem
- improve confidence

Strong community links and projects such as feeding the homeless and helping to maintain the grounds of a charity and leading on a local knife crime questionnaire strengthen these principles and add value to improving the local and wider community.

## **Monitoring and Reporting Learner Progress**

We conduct half termly reviews which allow learners to consider their progress and areas for development. This gives a personalised plan of support, alongside their initial action plan and assessments within induction. An Individual Learning Plan is produced, which is reviewed at the end of each half term and shared with parents, carers, referral schools and support professionals.

Parents and carers are invited to attend bi annual Parents' Evenings to discuss progress and areas for development, this is in addition to our 'open door policy', with parents and carers able to meet with senior staff on appointment throughout the year and hold phone conversations as and when required.

## **Monitoring & Review of the Curriculum**

The curriculum will be reviewed once a year or when relevant government policies that influence the curriculum are introduced.

We have a 'core' curriculum, however many of the sporting, vocational and enrichment activities are interest and needs driven and shaped by the learners. Therefore, it retains a flexibility to develop new activities, enrichment, ideas and visits to suit the needs of the learners as and when appropriate to do so.

Senior management will use local labour market data to develop the offer in order to improve learner engagement and access to opportunities to secure further education, apprenticeships and employment.

The annual curriculum review will consider success rates; learner and tutor feedback, resources used and or training requirements of tutors. Observation of teaching, learning and assessment will monitor the quality of teaching and also the appropriateness of the curriculum, activities and enrichments sessions in meeting learner needs.

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