



# Curriculum Statement

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## Introduction

The PRU recognises that our children come to us having missed out on a huge amount. This could include missed nurture and attachment opportunities at their earliest years. Research shows that providing a being a nurturing setting/school helps to bridge those gaps. A Nurture/Thrive Approach can enable children to remain regulated and decreases high level behaviours. Leaders and staff are determined that all children will achieve the very best that they can. To this end, all staff form real and supportive relationships with the children and their parents to support them to do this.

There are also many missed experiences due to the social and economic deprivation within many of our families. They may not have accessed local landmarks or parks and more expensive experiences will be out of their reach. Where lost opportunities may have been made up for many children in a mainstream school via educational visits, the SEMH needs and the behaviour displayed as a result means they will not have attended these either.

In a main stream setting classes are often too large to offer the same level of nurture that we aim to provide at the PRU. Because of this and many other factors their behaviour will have meant they have often had limited time in the classroom with others and that they have not taken part in usual social activities like being in the playground. With this in mind, a huge part of what we do at the PRU focuses on nurture. Because of this, it is interweaved throughout the Alternative Provision and Academic Curriculum.

## Nurture/Thrive

Some daily activities are timetabled specifically for the purpose of nurture/Thrive approach. This can be seen in but is not limited to:

- Meet and greet with a familiar member of staff every day from their taxi
- Emotional check in via Zones of Regulation every day on entry to the classroom and throughout as needed by the children
- Independent Play offers children an opportunity to be alone and doing something mindful whilst having access to their group staff team first thing in the morning
- Breakfast/Big breakfast is done every day in line and follows best practice for nurture



- Shared play is timetabled to enable children and the adults in their group to play together within set rules but in a safe environment where perceived failure is supported
- Breaktime is always with the class team and adults join in with children's play to model and support
- Lunchtime with familiar adults who support children to sit together while eating and then join in with children's play to model and support
- Circle Time
- Daily Challenges are three targets based on gaps found the child's Readiness Scales assessment. Children and adults in the group all sit together and take the opportunity to discuss what has gone well and what can be done better in relation to each target
- Golden Time. Each child starts the day with twenty minutes. At the end of each lesson the group will all sit together to discuss whether they engaged in learning and behaved as expected. A timer is used at the start of Golden Time for any children who lost minutes so they can self-monitor their lost time.

## Experience

We provide a range of Experiences to address the missed experiences and to aid emotional regulation through a nurturing approach. Our Experience curriculum includes the following areas:

- Commando Joes which is one of the UK leading educational providers, utilising the expertise of former service personnel to improve educational outcomes for pupils through their RESPECT programme. Working on Resilience, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork
- Creativity with our Mental Health Lead teacher who plans creative tasks using her extensive knowledge of Trauma and ACEs
- Community sessions which are projects planned by group teachers
- Sport sessions planned and delivered in-house by our Sports' Lead
- Taiko which is a Japanese drumming programme which has been specifically developed to fit 'the Secure Base Model' that was developed by the University of East Anglia
- Experience trips which are a wide range of opportunities for children to visit places in Leicester and Leicestershire that many children may ordinarily go to with a parent/carer or their school. Allowing our children to see beyond their own community, e.g. parks, museums and other local landmarks and activity centres within an hour drive of the PRU.

## Academic Curriculum



The real-life experiences and care the children receive from the above puts them in a better place with their emotions to learn in our Academic Curriculum. All areas of our Academic Curriculum are based on the National Curriculum and are tailored to meet the needs of our children in the following ways:

- In English we use a thematic approach that is book led and often links directly to AP with carefully chosen texts to engage children of different abilities. Reading, writing, phonics and spelling are taught and assessed separately
- Our maths curriculum also uses Singapore Maths to underpin all learning
- In science, teaching uses engaging experiments to capture the children's interest and imagination
- For PSHE, we follow a scheme written in-house as well as a responsive approach where teachers react to issues brought to them by the children

## Assessment

Formative assessments are completed through 'I can' statements which teachers use monitor children's learning to provide ongoing feedback that can be used to improve teaching and learning. They ensure that key skills and concepts are regularly revisited and embedded. Summative assessments are completed termly in the form of Readiness Scales. These enable teachers to monitor social and emotional skills and readiness to learn.

## Interventions

We offer a range of interventions at the PRU. Interventions are carefully timetabled to ensure that children do not miss key skill lessons (phonics, reading etc) or the AP that we have carefully chosen to enrich the life experiences of our children. Children will be given an intervention based on their assessed needs after discussion with a Senior Leader. No matter the intended outcomes of each intervention, our approach is always through nurture. Interventions are as follows:

- Thrive
- Volcano in my Tummy
- CBT
- Taming the Anxiety Gremlin
- Taming the Anger Gremlin
- Lego Therapy
- Drawing & Talking
- Language for Thinking
- Language for Behaviour and Emotions
- Reading



- Maths

## Timetables

Timetables are carefully planned to ensure children access academic subjects when they are most able to complete the tasks teacher assign in a meaningful way. At the PRU we have identified that this is the mornings of Monday to Thursday.

Every afternoon and Friday mornings are dedicated to our AP curriculum. Nurture is a permanent feature of the entire timetable and curriculum.