



Local Procedure/Protocol

School/Home Name:	Cheshire Hall School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	Curriculum Policy
Date Reviewed:	May 2026
Next Update Due:	August 2026
Procedure/Protocol Lead:	Michael Melbourne
Procedure/Protocol Sponsor:	Brin Kelleher – School Development Lead

EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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1. CONTEXT

1.1 Cheshire Hall School is an independent special school and part of the Witherslack Group. Pupils are aged 8 to 19, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Cheshire Hall School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

1.2 Cheshire Hall School benefits from fantastic grounds within a stunning rural location near Sandbach. This contributes to making school a positive and happy place in which to learn, work and live and we make full use of the environment. Cheshire Hall School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room and ICT room. Class sizes are deliberately small in order to ensure pupils feel well supported by highly skilled staff team of education, pastoral, and therapy staff.

2. VISION, AIMS AND INTENT

2.1 **Be Connected, Be Honourable, Be Successful**

Cheshire Hall School Curriculum Intent:

Our curriculum is designed to embody the core values of our school: Be Connected, Be Honourable, and Be Successful. We offer a broad, creative and engaging curriculum tailored to the diverse needs of our students, promoting both academic excellence and personal growth. We actively support students in identifying and pursuing their next steps in education or employment, fostering a nurturing and inclusive environment that instils a lifelong love of learning and respect for others. With small class sizes and a high staff-to-pupil ratio, we ensure tailored support and attention for each learner. Emphasising functional reading, writing, and numeracy skills, our programme equips students with the essential competencies required for real-world success.

We are committed to helping pupils to flourish and achieve their aspirations through approach to education and care. Cheshire Hall School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping pupils to remember what they learn and make progress in all subject areas
- Supporting pupils to be ready for the next stage of learning

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- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging pupils to raise their career aspirations
- Providing pupils with knowledge and experience of the workplace
- Developing pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting pupils to develop their independence
- Ensuring pupils are ready for transition and life beyond Cheshire Hall School
- Ensuring pupils to develop a positive perception of themselves and a sense of belonging
- Supporting pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling pupils to understand their rights and responsibilities and appropriately express their views
- Helping pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Cheshire Hall School ensure that:*

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes
- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child's progress and next steps

3.2 *The teaching staff at Cheshire Hall School ensure that:*

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress

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- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

3.3 *Clinical staff ensure that:*

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils' learning, competencies, development and preparation for adulthood

3.4 *All staff ensure that:*

- High expectations are maintained for pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

Cheshire Hall Schools timetable comprises of thirty teaching periods per week for each year group. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support from the Speech and Language Therapist, Mental Health Practitioners, Occupational Therapist, Assistant Educational Psychologist and Clinical Psychologist. Most pupils at Key Stage 4 are taught by subject specialists. Some pupils may have bespoke timetables that take account of particular strengths and areas of need. Individual interventions are planned as required in order to close gaps in knowledge and skills, supporting pupils to make progress.

Our timetable has been carefully designed to meet the individual needs of existing cohort. This includes careful planning in order to reduce transitions and plentiful opportunities to support sensory, social communication and mental health needs. As such, Emotional Check In, Clinical Interventions and Life Skills have all been included in curriculum.

Through high quality teaching of knowledge, skills and vocabulary across core and foundation subjects, all pupils are challenged to achieve the best possible outcomes and make progress across all Key Stages. Detailed schemes of work are used to ensure pupils cover the content for their key stage and close any gaps in knowledge, so they are prepared for the following key stage and transition. The delivery of key focus areas related to learning, work and life are reflective of age, stage, and carefully selected learning experiences based on individual pupil needs. A range of specific approaches are used to implement and deliver the curriculum, such as:

- Learning outside of the classroom and personal development activities
- Interdisciplinary approaches, using strategies from education, care and therapy
- Real-world and functional activities
- Interactive activities and games

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- Exploration of new vocabulary and ambiguous language
- Recall tasks
- Worksheets/work books/extended writing opportunities
- Role-play and discussion
- Practical activities
- Modelling, questioning and scaffolding
- Inquiry and project-based tasks
- Collaborative and independent learning
- Cross-curricular learning

4.2 Key Stage 2 (Years 3 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using Little Wandle.

Lower Key Stage 2 Curriculum	
English (including Phonics)	8 lessons
Maths	8 lessons
Science	2 lessons
Computing	1 lesson
Humanities	1 lesson
PSHE	2 lessons
Personal Development	2 lessons
Technology/Art	2 lessons
PE	2 lessons
Enrichment	2 lessons

Upper Key Stage 2 Curriculum	
English (including Phonics)	7 lessons
Maths	7 lessons
Science	2 lessons
Computing	2 lessons
Humanities	1 lesson
PSHE	1 lesson
Personal Development	2 lessons
Art	2 lessons
PE	2 lessons
Food Technology	2 lessons
Enrichment	2 lessons

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Individual pupils access clinical/therapeutic input as appropriate to their needs.

4.3 Key Stage 3 (Years 7 – 9)

Pupils at KS3 will be taught where possible by subject specific teachers in classrooms. They access National Curriculum subjects with a continued focus on reading. Pupils are taught by their form teachers for Personal Development but progress to being taught by a wider range of other subject specific teachers for the rest of the curriculum. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab, Technology Room and the Art Room.

Key Stage 3 Curriculum	
English	5 lessons
Maths	5 lessons
Science	4 lessons
Computing	2 lessons
Humanities	2 lessons
PSHE and Careers	2 lessons
Personal Development	2 lessons
Art	2 lessons
PE	2 lessons
Food Technology	2 lessons
Enrichment	2 lessons

KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.4 Key Stage 4 (Years 10 – 11)

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level to GCSE, depending on pupils' level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of English, Mathematics, Science, PE, Computing, PSHE (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional 'option' subjects to cater to their individual interests and career aspirations and these include Geography, History, Food Technology, PE and Art and Design.

Key Stage 4 Curriculum	
English	4 lessons
Maths	4 lessons
Science	4 lessons
Computing	2 lessons
PSHE and Careers	1 lesson
Personal Development	2 lessons
PE	2 lessons

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Enrichment	2 lessons
Option 1	3 lessons
Option 2	3 lessons
Option 3	3 lessons

KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 **Key Stage 5 (Years 12 – 14)**

There are no Key Stage 5 pupils at Cheshire Hall School

4.6 **Residential Pupils**

There are no Residential pupils at Cheshire Hall School

4.7 **Homework**

At Cheshire Hall School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil's needs. For example, a homework 'menu' may be offered where pupils' can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

4.8 **Reading**

At Cheshire Hall School, our vision for Literacy and Oracy is:

- To develop pupils' ability to read fluently with understanding.
- To enable pupils to write with clarity, accuracy, and creativity.
- To enhance vocabulary and promote mastery of grammatical structures.
- To ensure all pupils are confident, articulate speakers across a range of contexts.
- To promote listening as a key communication skill.
- To foster a classroom culture where spoken language is used effectively for reasoning, explanation, and expression.

All pupils at Cheshire Hall School take part in Everyone Reading In Class (ERIC) at different parts of the school day.

We are committed to developing our pupils Literacy and Oracy and we have a robust literacy and oracy strategy in place to achieve this.

4.9 **Oracy**

Oracy statement

Oracy is a fundamental component of our curriculum, integral to students' cognitive, social, physical and emotional development. It encompasses the ability to communicate effectively using spoken language, engage in dialogue, and listen actively. We recognise oracy as a vital skill that underpins not only academic achievement but also students' ability to participate fully in a democratic society, both within and beyond Cheshire Hall School.

We believe that Oracy skills are essential for students to articulate their ideas, feelings and needs, collaborate with others, and engage critically with diverse viewpoints. Developing these skills prepares students for future personal and professional success, enhances their capacity to learn across the curriculum, and promotes well-being by fostering confidence and self-expression.

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- Develop students' ability to [express themselves], speak fluently, coherently, and confidently in a range of formal and informal contexts.
- Equip students with the skills to use their voice to express ideas and feelings whilst considering the perspectives of others.
- Teach students to listen actively and respond appropriately to the contributions of others.
- Encourage students to use spoken language [choice boards/word mats] to reason, question, and challenge assumptions and opinions.
- Provide opportunities for students to present information and ideas clearly, using appropriate language [word choices] and tone for different audiences and purposes.
- Work closely with Speech and Language therapists to consider the best approaches for developing confident speakers.
- Plan opportunities for integrated structured talk activities, such as discussions, debates, presentations, and role-plays, into lessons and throughout the school day.
- Ensure that classroom environments are conducive to effective communication, encouraging respectful dialogue and valuing every voice

4.10 **Therapeutic Provision**

Cheshire Hall School on-site clinical team work with teachers and support staff to provide a 'Zones of Regulation' curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

4.11 **Physical Education**

All pupils access PE lessons at Cheshire Hall School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area, but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4 for those pupils who would like to pursue a related qualification.

4.12 **PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Cheshire Hall School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

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Pupils at Key Stages 3 and 4 have access to impartial careers advice from IAG. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

4.13 Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics

At Cheshire Hall School, SMSC and British Values are promoted in so much of what we do, not least during school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including ‘extremist’ views.

As part of the wider SMSC curriculum, pupils are engaged to experience awe and wonder, act responsibly and support their community. In addition, we help pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

4.14 COVID-19 Recovery Curriculum

At Cheshire Hall School, we recognise that pupil well-being is at the forefront of recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

4.15 Out Of Program

Due to the needs that pupils may present and intervention available within the school there will be times that pupils may miss parts or whole lessons. To prevent the gaps in learning teaching staff will use different approaches to catch up with any learning missed. For Key Stage 2 pupils, they will be offered a same day intervention or the following day as a recap task. For Key Stage 3 or 4 pupils catch up of learning will look different depending on the subject and frequency of lessons during the week. Pupils will be expected to complete a variation of recap tasks, scaffolded tasks or reviewing key lesson notes to prevent gaps in learning.

5. IMPACT, ASSESSMENT AND MONITORING

5.1 Impact

The impact of the curriculum at Cheshire Hall School is evidenced by the work that the pupils produce, their progression over time and how well-prepared pupils are for further learning, work and life. We recognise that we may never see the long-term impact of curriculum, but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to curriculum intent:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning

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- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs
- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities, and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

5.2 **Assessment**

We use assessment as a key part of approach to inform the next steps for pupils and to monitor the wider impact of curriculum. Achievement of key concepts and skills are tracked three times a year using assessment system, known as TrackAble.

Wherever possible, we enter Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

At Cheshire Hall School our expectation is that all Key Stage 4 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

5.3 **Monitoring**

Cheshire Hall School's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Cheshire Hall School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

6. **CURRICULUM MODEL**

6.1 **English:**

At Cheshire Hall School, the intent of our English curriculum is to foster a love of language and literature among all pupils, ensuring that learners, regardless of their special educational needs, develop essential communication skills. Our curriculum is designed to:

- **Promote Engagement:** We aim to create a stimulating environment that motivates learners to engage with written and spoken language, enhancing their confidence and self-expression.

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- **Personalised Learning:** We recognise that each child has unique learning profiles; therefore, our English curriculum is tailored to meet the individual needs of every pupil, taking into account their interests and abilities.
- **Functional Literacy:** We prioritise improving functional literacy skills, enabling students to communicate effectively in everyday contexts, thus preparing them for successful transitions into adulthood.
- **Cultural Awareness:** Our curriculum will expose pupils to a rich variety of texts that reflect diverse cultures and experiences, fostering an appreciation of literature’s role in society and promoting mutual respect and understanding.

Maths:

At Cheshire Hall School, our intent for the Maths curriculum is to provide a nurturing and inclusive environment where all students, regardless of their individual needs, can engage with mathematics meaningfully. We aim to foster a love of mathematics through a tailored curriculum that promotes confidence, resilience, and a growth mindset among our learners. Our specific objectives include:

- **Building Foundational Skills:** We focus on developing essential mathematical skills and concepts that form the basis of learning, ensuring all students have a robust understanding before progressing to more complex topics.
- **Personalised Learning:** Recognising the diverse needs of our pupils, we create tailored learning pathways that accommodate various learning styles and abilities, ensuring equitable access for all.
- **Real-World Application:** We prioritise functional mathematics that our students can apply in their everyday lives, enhancing their independence and preparing them for adulthood.
- **Collaboration and Communication:** Through collaborative activities, we encourage students to communicate their mathematical thinking, promoting social skills alongside cognitive development.

Science

Our intent is to foster a deep curiosity about the natural world, encourage critical thinking, and promote independent learning, regardless of our students’ varying abilities. We aim to:

- **Develop Scientific Knowledge and Skills:** Ensure that all students acquire a robust understanding of fundamental scientific concepts across biological, chemical, and physical sciences, enabling them to make connections with real-world contexts.
- **Promote Inclusion and Engagement:** Provide a personalised learning approach that engages all students, recognising their unique needs and preferences. This includes utilising sensory experiences, practical activities, and interdisciplinary links to stimulate interest and enthusiasm.
- **Encourage Critical and Creative Thinking:** Support students in becoming independent thinkers who can formulate questions, hypothesise, conduct investigations, and evaluate outcomes. Our curriculum is designed to enhance analytical skills and creativity through hands-on experiments and collaborative projects.
- **Foster a Life-long Love for Science:** Instil a passion for inquiry and discovery that extends beyond the classroom, encouraging students to explore scientific learning in their everyday lives and fostering resilience and a growth mindset.

Computing

At Cheshire Hall School, we aim to provide a rich and inclusive computing curriculum that meets the diverse needs of our learners. Our intent is to ensure that every pupil, regardless of their abilities, has

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access to a high-quality computing education that promotes digital literacy, creative problem-solving, and critical thinking skills. We aspire to create an engaging learning environment where pupils can explore technology, develop their computational thinking, and use these skills to enhance their everyday lives.

The key intentions of our computing programme include:

- **Empowerment through Technology:** To enable pupils to become confident and independent users of technology, facilitating their ability to communicate, express themselves, and engage with the wider world.
- **Personalisation:** To tailor the computing curriculum to accommodate different learning needs, ensuring that all pupils are challenged appropriately and can achieve their full potential.
- **Real-World Application:** To connect computing concepts to real-world scenarios, helping pupils understand the relevance of their learning and how it can be applied in their daily lives.
- **Inclusion and Collaboration:** To foster a sense of community and teamwork, encouraging pupils to work collaboratively on projects, thus enhancing their social skills and resilience.
- **Ethical Awareness:** To educate pupils about the ethical implications of technology, including issues related to privacy, security, and digital citizenship, fostering responsible and informed digital citizens.
- **Future-Readiness:** To prepare pupils for the evolving technological landscape by equipping them with skills that are relevant to future careers and emerging technologies.

Humanities

We aim to foster knowledge, understanding, and appreciation of human experiences, societal structures, and cultural heritage across history and geography. Our curriculum is designed to:

- **Promote Inclusivity and Engagement:** Ensure that every learner, regardless of their abilities or backgrounds, engages with the humanities in a meaningful way. We seek to empower students by integrating their personal experiences and interests into the curriculum.
- **Develop Critical Thinking and Empathy:** Encourage students to think critically about the world around them, cultivate empathy, and develop a sense of belonging within their community and the wider society.
- **Foster Awareness of Cultural Diversity:** Introduce learners to various cultures, histories, and perspectives, fostering a deeper understanding of global citizenship and social cohesion.
- **Prepare for Future Pathways:** Equip students with the essential skills and knowledge that will support their transition into adulthood, including basic life skills, vocational opportunities, and personal development.

PSHE

The intent of our Personal, Social, Health and Economic (PSHE) education is to foster the whole-person development of our students, equipping them with the necessary skills to navigate their unique challenges and contribute positively to society. We aim to develop well-rounded individuals who understand the importance of self-awareness, emotional regulation, healthy relationships, and financial literacy. Our PSHE curriculum is designed to:

- **Promote Resilience:** Build coping strategies and resilience in students facing various social and emotional challenges.
- **Support Citizenship:** Encourage students to be active, informed citizens who understand their rights and responsibilities within the community.
- **Enhance Well-being:** Promote mental and physical well-being, fostering a sense of belonging and community among all learners.

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- **Facilitate Independence:** Equip students with the practical skills needed for independent living, including personal care, decision-making, and budgeting.

We recognise that our diverse student population has unique needs, and our PSHE curriculum is inclusive and tailored to cater for those with a range of learning difficulties and disabilities.

Design and Food Technology

The intent of the Design and Food Technology curriculum is to empower all students, regardless of their individual barriers to learning, to engage meaningfully with the design process and to develop essential life skills in food preparation and nutrition. We aim to nurture creativity, foster independence, and encourage collaboration while promoting a deep understanding of design principles and healthy eating habits.

Our curriculum is designed to:

- **Develop Functional Skills:** Enable students to gain practical skills that facilitate independence at home and in the community, ensuring that they can confidently prepare meals and conceptualise design projects.
- **Cultivate Creativity and Innovation:** Provide opportunities for students to express their ideas and creativity through various design projects, allowing them to understand the value of iteration and improvement.
- **Promote Healthy Living:** Instil an appreciation for nutrition and sustainability, encouraging students to make informed decisions about their dietary choices and understand the larger impact of food production on the environment.
- **Encourage Social and Emotional Development:** Foster teamwork and communication skills through group projects, ensuring students learn the importance of collaboration and develop their social skills in a supportive environment.

PE

The intent of our Physical Education (PE) curriculum is to provide a personalised, engaging, and inclusive learning experience that fosters a lifelong love of physical activity among all pupils, regardless of their individual abilities or needs. We aim to:

- **Promote Physical and Mental Wellbeing:** We recognise the vital role that physical activity plays in enhancing the physical, social, and emotional development of our pupils. Our PE curriculum is designed to improve fitness, coordination, and overall health, while also encouraging resilience, teamwork, and self-esteem.
- **Encourage Inclusivity and Participation:** Our intent is to ensure that every child can access and participate in PE lessons, adapting the curriculum to meet diverse needs and ensuring that all pupils feel valued and supported. We aim to create a safe and nurturing environment where pupils are motivated to take risks, challenge themselves, and celebrate achievements.
- **Develop Life Skills:** Through our PE programme, we seek to equip pupils with essential life skills such as communication, cooperation, self-discipline, and leadership, which will serve them well beyond their time in school.
- **Foster Social Connections:** We intend to use PE as a platform to build social relationships among pupils, promoting inclusion and understanding through collaborative and competitive activities that break down barriers.

Art

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The Intent for the art curriculum is to empower all students, regardless of their abilities, to express themselves creatively and develop a lifelong appreciation for the arts. We aim to:

- **Foster Creativity:** Encourage self-expression and creativity in a supportive environment, catering to the diverse needs and capabilities of each student.
- **Enhance Communication Skills:** Use art as a medium for communication and language development, particularly for non-verbal students or those with communication challenges.
- **Cultivate Cultural Awareness:** Introduce students to a broad range of artistic styles and cultural heritages, promoting an understanding of diversity and inclusion.
- **Build Confidence and Self-esteem:** Provide a platform for students to share their artwork, enhancing their self-worth and sense of achievement.
- **Encourage Critical Thinking:** Develop analytical skills through the exploration of different art forms and techniques, enabling students to articulate their thoughts and feelings about art.

Personal Development

The intent of our Personal Development programme is to foster the holistic growth of every pupil, ensuring they develop not only academically but also socially, emotionally, and culturally. We aim to cultivate resilient, responsible, and respectful individuals who are equipped with the necessary skills to navigate their lives as conscientious global citizens. The programme of Personal Development is tied into the school values of Be Connected, Be Honourable, Be Successful.

Key objectives include:

- **Promoting Wellbeing:** We prioritise mental health and emotional wellbeing, providing support systems that empower pupils to share their feelings and seek help when needed.
- **Encouraging Personal Responsibility:** We inspire pupils to take responsibility for their actions and decisions, to cultivate a sense of accountability and understanding of consequences.
- **Enhancing Character Education:** Our programme is designed to instil values such as respect, empathy, tolerance, and inclusivity, ensuring that pupils celebrate diversity and engage constructively in their communities.
- **Equipping Life Skills:** We aim to develop essential life skills, including decision-making, problem-solving, and teamwork, which are pivotal for success in both personal and professional arenas.

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Be Connected, Be Honourable, Be Successful

Cheshire Hall School, provide a curriculum which is person centred, ambitious and encourages everyone to stand tall.

Intention (What we aim to do) – Be Connected

<p>Academic pathways</p> <ul style="list-style-type: none"> Broad and engaging curriculum based on the national curriculum. Small class sizes with a high staff to pupil ratio supports effective implementation of the curriculum, along with clinical support. Functional reading, writing and numeracy. 	<p>Personal development</p> <ul style="list-style-type: none"> Encourage pupils to raise their career aspirations Develop a love of learning Experience success Achieve positive outcomes Build and develop positive relationships EHCP Outcomes achieved 	<p>Preparation for adulthood</p> <ul style="list-style-type: none"> Living skills Employability skills Quality careers guidance, advice and transition support Able to access the community and the world safely and successfully
<p>EHCP</p> <p>Share, review, assess, personalise and set SMART targets that work towards long term outcomes.</p>	<p>SMSC, British Values and Cultural Capital</p> <p>The ability to make positive choices linked to SMSC. Understanding of fundamental British values and Cultural capital</p>	<p>Safeguarding, pupil wellbeing, and positive behaviour support</p> <p>Embrace culture where everyone can be themselves, be self aware, safe and have a voice.</p>

Implementation (How are we going to do it) – Be Honourable

<p>Core</p> <p>Maths Science</p> <p>English PSHE</p>	<p>Explore and discover</p> <p>Geography Computing</p> <p>History</p>	<p>Participate and perform</p> <p>P.E Personal development</p> <p>Enrichment</p>	<p>Imagine and Create</p> <p>Food technology Art</p>
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Impact (What we want our pupils to achieve, have or be) – Be Successful

<p>Academic pathways</p> <ul style="list-style-type: none"> An immersive individual and tailored curriculum that utilises the specialist environment available. Pupils will receive a personalised mix of GCSE, vocational and functional skills qualifications to allow them to reach their individual potential. 	<p>Personal development</p> <ul style="list-style-type: none"> Everyday embodiment of the CHS core values. Develop self regulation Appropriately express emotions and feelings Have positive and significant relationships 	<p>Preparation for adulthood</p> <ul style="list-style-type: none"> Motivate individuals to be lifelong learners. Understand personal responsibility and respect Lead a life that is meaningful and of interest Work and contribute to society
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7. REFERENCES

8. ASSOCIATED FORMS

9. APPENDICES

Appendix 1: Cheshire Hall School Teaching and Learning Handbook

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