



Whole School Curriculum Policy

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Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented

Signed		Designation	Chair of Governors
Name	Janet Hall	Date	March 2018



1. Introduction

We recognise that the curriculum encompasses all that the students experience as a result of being members of the school community. As such, the formal curriculum is complemented by the informal activities that take place on a voluntary basis. Underpinning all is the quality of relationships enjoyed by the members of the community.

2. Aims

The curriculum is the major vehicle by which the school seeks to fulfil our vision. The Head teacher, in liaison with the staff, will draw up relevant policies, procedures, programmes of study and learning schemes that allow this to happen.

The school curriculum is designed to provide the students with a broad and balanced range of subjects whilst offering them, as they get older, increasing opportunity to specialise according to their personal strengths, interests and ambitions.

3. Key stages

EYFS

There are four guiding principles that shape practice in the early years setting at RSDD. These are

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

Where appropriate staff will liaise with other professionals such as Physiotherapists, Audiologist, Speech Therapist etc.

It will also recognise the future requirements of KS1 part of the National Curriculum and the needs of individual children. [Please refer to the EYFS policy for further information.]

Key Stage 1

Within KS1, there is an emphasis on the core subjects of English and Mathematics. It is taught both discretely and through a cross curricular approach.

Foundation subjects are mostly taught creatively as part of a school thematic approach. Breadth, balance and coverage is ensured through the progressive learning objectives stated in the National curriculum.

Key Stage 2

Within the Key Stage an emphasis is placed on the delivery of the core subjects of English and Mathematics in all Foundation subjects. Foundation subjects are mostly taught through a cross curricular thematic approach. Key Stage 2 follows a rolling programme of study. The programmes are topic based and topics are driven by the National Curriculum. In the main, the topics come from the History and Geography programme of study. While some subjects, including Science, Maths, Computing and PSHE are taught discretely to ensure age appropriate content and progression, a cross-curricular approach is adopted wherever possible.

Key Stage 3

In their first three years our students study art, citizenship, design & technology, English & drama, geography, history, independent studies, computing, mathematics, music, BSL, physical education, religious education and science. They also follow programmes in personal wellbeing and economic wellbeing and have speech and language therapy. Some pupils will have additional support for motor skills including Hand Olympics.



Key Stage 4

In Years 10 and 11 all students are prepared for an appropriate number of public examinations. The core subjects include English language and English literature, mathematics, humanities, physical education, computing, BSL and science. All students also continue to follow the personal wellbeing and economic wellbeing programmes. A wide range of other examination courses are offered annually. Currently the range includes art & design, geography, computing, food technology, resistant materials, performing arts. We also run some alternative vocational programmes in conjunction with other education providers such as Derby College or Access Training.

Post 16

The majority of our Year 11 students elect to become members of our Post 16 as they appreciate the benefit of pursuing their education within familiar surroundings. They know and can communicate with the teachers and in addition are qualified to specialise in teaching deaf young people specifically. Specialist help, including Speech and language therapy, audiology and health needs continue to be supported. The many courses available either lead to university entrance, further education in home area local colleges or employment with training. Students attend a five day placement and will access a vocational element at a local provider. Specialist support for English, maths, independence and study support are at Post 16 Base with specialist staff. The emphasis in the school is on meeting the needs of each individual student and all have individual Programmes of Study.

As well as serving those students who have been at the school for a number of years, we also cater for young people who wish to transfer from other secondary schools at 16+.

4. Transition between Key Stages

Transition is a process rather than an event. Leads meet to discuss and plan children's needs. Staff communicate with parents / carers and children about transition and visits to new teaching areas are put in place.

Individual transition is needed for some children and these are put in place at an early stage. The transition process is individual to the young person's own needs.

5. Complex Additional Needs

We believe that all students are entitled to a broad and balanced curriculum and should be involved in the full life of the school including children who have special educational needs. This is so that they, too, can fulfil their potential as learners, and experience and contribute to the life of the school. Our provision matches needs, takes account of the wishes and feelings of the individual student and is delivered in partnership with parents.

6. Gifted and talented

As part of our commitment to meet the needs of all children, pupils are offered lesson and home learning extension activities and have highly personalised timetables.

7. Individual curriculum areas

Identified children may access individual curriculum areas. These may include bespoke timetables for example, accessing off site providers, therapies or part time timetables. These are carefully considered, taking into account medical and additional complex needs as well as part of positive behaviour management.

8. Personal well-being

The personal wellbeing programme we offer addresses issues that relate to the personal, social and health education of our young people. Deaf young people can generally have

poorer health than hearing people, simply because access to medical services and health information isn't routinely provided in sign language.

At RSDD we value communication in a young persons preferred language and will ensure that a young person is understood. All delivery of sex and relationships support is delivered in a young persons preferred method of communication. There is a full time school nurse on site. All staff have, or are working towards, minimum Level Two British Sign Language (BSL) qualification. Children and young people can access a range of communication support needs in addition to staff, including deaf adults, relay interpreting, interpreters.

Children and young people have a right to be understood and to communicate in a preferred method so that they may give and listen to opinions and express needs. Additional outside support is often used in school to ensure that the well-being of pupils is developed. This can include links with Space connexions Derby, Sign Health and DeafCAMHS.

Key areas are

- Sex and relationships education
- Drugs education
- Economic wellbeing
- Religious education
- Spiritual, Moral, Social and Cultural Development and British Values
- Enrichment
- Sport
- Performing arts
- Learning beyond the school

The sex and relationships education programme is part of the positive, person-centred education that is at the heart of the school's purpose. The programme seeks to ensure that all students accept their own and others' sexuality positively in order to enjoy relationships based on mutual respect, dignity and responsibility. The biological aspects are largely taught within the science curriculum whereas the emotional, legal and moral aspects are covered in personal wellbeing programme supplemented by work done by other subjects such as religious education. Great care is taken to teach this work in a manner which promotes a responsible attitude towards sexual behaviour and the value of family life. Further information is available from the school.

The drugs education course is designed to enable the students to learn about drug, alcohol and tobacco use and misuse including medicines and volatile substances. They consider the significant personal and social consequences of misuse for themselves, their families and others. As a result they are better placed to make informed decisions about their own lifestyles.

Economic wellbeing allows our pupils to consider important areas such as enterprise, financial capability, work-related learning and careers education. Our careers provision is founded on the broad principles of self-discovery, career exploration and career management. Pupils are encouraged to match their personal skills and qualities to broad career areas and the programme helps them to make informed decisions at key times. These include Key Stage 4 option choices in Year 9, finding appropriate work experience placements in Y11 and Post 16, considering post 16 options in Year 11 and making career decisions. Personal Advisors from Derby City Connexions visit the school to provide a range of advice.

Religious education is a compulsory part of the school curriculum in England and Wales. Our course is based on the Derby City Agreed Syllabus and enables our students to consider what we can learn about religion. Pupils study Christianity and other world faiths as well as investigating social and world issues. Any child withdrawn from our religious education



programme or our acts of collective worship through parental request will be supervised as appropriate.

Spiritual, Moral, Social and Cultural Development and British values

RSDD actively promotes

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

We enable students to develop their self-knowledge, self-esteem and self-confidence; and to distinguish right from wrong and to respect the civil and criminal law of England;

We encourage our pupils 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.

Deaf young people can sometimes miss a range of general knowledge and RSDD enables children and young people to have opportunities for this and to acquire a broad respect for public institutions and services in England;

We encourage respect for democracy and an understanding of how citizens can influence decision-making through the democratic process.

Enrichment As part of our commitment to develop the whole person we offer a range of activities for the students that take place during lunchtime, after school, at weekends and during the school holidays.

Sport Our physical education staff have coaching qualifications in many sports. Involvement in the Derby City School Sports Partnership, gives us access to other external coaches. This allows us to run a full and diverse sports activity programme. Our teams compete regularly in local, county and national tournaments with both deaf and hearing competitors.

Performing arts Opportunities to get involved in art, dance and drama activities feature regularly. There are a number of performances, shows, exhibitions and concerts to which visitors are invited.

Learning beyond the school To aid their studies, pupils are given the opportunity to take part in day visits to such places as art galleries, exhibitions, museums and theatres as well as other locations such as work place environments. Residential activities include the Duke of Edinburgh's Award and to Glenfield Residential Centre.

9. External support agencies

RSDD works closely with a range of organisations to support young people. These include

- [Sign Health](#)
- [The Space at Connexions Derby](#)
- Young person's local area support
- [DeafCAMHS](#)
- [Deafax](#)

See also

- Educational visits policy
- EYFS policy
- Sex and relationships policy
- Communication policy