

Policy document control box	
Policy title	Curriculum
Policy owner (including job title)	Kim Anderson – Head of Centre
RB Worthing approving body	Red Balloon Worthing Governing Body
Approval date	September 2026
Date of next review	September 2027

Curriculum	1
Purpose	1
Scope	2
Policy statement, provision and safeguards	2
Curriculum content	3
Curriculum Provision	4
Curriculum Implementation	8
Curriculum Impact	9
Careers guidance	9
The wellbeing curriculum.....	9
Meeting the needs of SEND learners	10
Core Curriculum entitlement.....	10
Legislation/guidance that informs this document.....	11

Purpose

The Head of Centre and Governors must ensure that all staff are able to 'deliver' the policy described here. It is the responsibility of every member of staff to enable learners to access appropriate learning opportunities within their subject(s) area(s) and support the holistic development of the individual, helping them to overcome the challenges they have previously faced in accessing education.

This policy enshrines the central philosophy of the "tailored curriculum" - the process by which learners are encouraged to take control of their own learning suited to their individual needs and the vehicle through which a broad range of essential skills, knowledge and attributes is delivered.

Scope

RB Worthing provides for approximately 25 learners on site. The reason for referral to a Centre is that the young person has reached a crisis point in accessing education and requires alternative provision. RB Worthing seeks to:

- provide access to a broad and balanced curriculum that enables learners to re-engage with education and catch up on missed learning;
- enable learners to develop a positive view of themselves as learners and members of society through a wellbeing curriculum;
- place the learner voice at the heart of a bespoke learning provision – learners are involved in negotiating their learning programme, evaluating their progress and planning future learning in light of that evaluation.

Policy statement, provision and safeguards

- *worth* - all learners should be treated as of equal value whatever their age, gender, gender reassignment, sexual orientation, pregnancy and maternity, race, ability, religion or belief, background or other characteristic.
- *equality* - all learners should have equal access to resources and opportunities;

- *individuality* – learners have a right to learn in the way that best suits them and to contribute to the design of a curriculum that prepares them for the next stage of their education;
- *FBVs* – RB Worthing will work to always actively promote fundamental British values (respect for the law, democracy, liberty, tolerance);
- *the rights of learners to:*
 - *access learning that is pertinent to them and acknowledges their learning history* – RB Worthing builds on the previous positive learning experiences of learners to negotiate new areas of learning;
 - *grow emotionally and intellectually* – what learners learn should contribute to their emotional, physical, intellectual, and social growth, enabling them to develop and test their personal values and attitudes;
 - *make informed decisions about their lifestyle choices* – learners should be enabled to make positive decisions regarding their physical, emotional and sexual health.

Red Balloon staff have to understand and work with the paradox that learning is extremely unlikely to take place until a young person feels emotionally ready and resilient enough to learn, yet successful learning will be a key factor in enabling them to develop maturity and resilience.

Centres will work to support learners to:

- be healthy, and make informed decisions to maintain personal health;
- stay safe, and respect the right of others to be safe;
- enjoy and achieve;
- make a positive contribution across their community;
- achieve independence and economic well being.

Curriculum content

Our core intentions through curriculum delivery are to:

- offer bespoke provision to each learner;
- ensure that learners' emotional needs are met so that they are 'ready to learn';
- prepare a learner for successful transition (to next placement);

- (where a learner's aim is to return to mainstream) ensure that s/he studies the relevant curriculum so that s/he is able to learn alongside her/his mainstream peers upon return;
- (where a learner is to complete KS4 courses) ensure that an appropriate range of study and qualification is available so that s/he will have the skills, knowledge and qualifications required to progress into her/his desired KS5 placement.

The curriculum will ensure opportunities are created that:

- include the core subjects of Mathematics, English, and Science, unless there are compelling reasons not to do so for a particular learner;
- ensure that all learners develop skills in computing;
- utilize technology effectively to support learning in all areas of the curriculum;
- include a comprehensive programme of PSHE (as a key part of the 'wellbeing' programme);
- offer access to further subjects of a learner's interest, wherever possible;
- include broader elements of spiritual, moral, cultural, ethical and social development
 - this will include active promotion of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- provide access to aesthetic and practical experiences;
- provide opportunities to engage in planned physical or other activities for personal and social development as well as for their intrinsic value;
- provide appropriate career planning and guidance;
- provide learners with a broad general knowledge of public institutions and services in England;
- encompass opportunities for independent work according to learners' age, ability and aptitude.

The curriculum promotes respect for diversity and protected characteristics in accordance with the Equality Act 2010.

Curriculum Provision

The curriculum is organised and delivered according to the starting points of learners and the nature of their needs as outlined in their individual EHCPs, if awarded. This negotiated process ensures that at admission, the learner has the best chance of successful re-engagement with education. It is common for young people to start with a manageable phased programme in subjects/projects of interest and personal strengths in the first few weeks and then progress to a wider offer in line with the National Curriculum core subjects at an appropriate level, which may be outside the age-related Key Stage.

The curriculum offer for each Key Stage provides an effective, high-quality experience of learning which includes a range of academic subjects, opportunities to undertake national accreditation, and a full programme covering statutory elements of RSHE, integrated enrichment, personal development and a tailor-made Careers and Work-related Programme. Relationships, Sex and Health Education (RSHE) is delivered through the Wellbeing Curriculum and personal development programme. The Centre ensures that learners receive age-appropriate RSHE in accordance with statutory guidance and the Centre's RSHE Policy.

There are six sessions of 50 minutes available each day and include opportunities for a broad activities and wellbeing programme. The wider offer includes personal therapy with a qualified therapist and support from a Mentor, who will act as both advocate and wellbeing support for the learner, helping them to have a voice and choice in the direction of their programme. An enrichment offer for all promotes social inclusion. Learners are given the opportunity to attend 1:1 and group mentoring sessions, trips and visits, and sport/art activities organised on and off site. SMSC (spiritual, moral, social and cultural development) is a core thread of the curriculum and is an integrated element in all learning experiences at Red Balloon Worthing. British values are intrinsic in the programme delivery across all ages and stages.

The curriculum supports safeguarding through the teaching of online safety, healthy relationships, mental health awareness, personal safety, consent, exploitation awareness and strategies for keeping safe.

The seven required fields of knowledge (for independent schools)

Subject Area	General Description and requirements
Maths	Make calculations, understand and appreciate relationships and patterns in number and space
Linguistics	Develop communication skills and increase command of language through listening, speaking, reading and writing
Scientific	Increase knowledge and understanding of living things, materials and physical processes
Technological	Use of ICT, working with tools, equipment and materials to produce good quality products
Human and social	People and how they live, how human action now and in the past has influenced events and conditions

Physical	Develop physical control and coordination; acquire knowledge of basic principles of fitness and health
Aesthetic and creative	Develop learners' capacity to respond emotionally and intellectually to sensory experience and to appreciate beauty and fitness for purpose. There are aesthetic elements to all subjects, but some, such as art, music, dance, drama and literature offer greatest opportunity

RB Worthing is committed to ensuring that high standards of numeracy and literacy are developed throughout the curriculum and that all members of staff understand their responsibilities in these areas.

Numeracy and Literacy

All teachers are expected to develop learners' skills in the core areas of numeracy and literacy. Confidence in numeracy and other mathematical skills is a precondition of success across the curriculum.

RB Worthing teachers will seek to develop the following areas as described within the revised curriculum.

Spoken language

Learners will be encouraged to speak clearly and convey ideas confidently using 'Standard English'. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through speculation, hypothesis and the exploration of ideas. This will enable them to clarify their thinking as well as to organise their ideas for writing.

Reading and writing

Teachers will develop learners' reading and writing in all subjects to support their acquisition of knowledge. Learners will be encouraged to read fluently, understand extended prose, both fiction and non-fiction, and be encouraged to read for pleasure. We will encourage learners to visit and use public libraries. We will support learners to develop the stamina and skills to write at length, with accurate spelling and punctuation, and correct use of grammar. All teachers will seek to enable learners to write in varied and appropriate styles, such as narratives, explanations, descriptions, comparisons, summaries and evaluations.

Numeracy and mathematics

Teachers will seek to develop learners' numeracy in all subjects so that they understand and appreciate the importance of mathematics. Learners will be taught to apply arithmetic to problems, understand and use measures, estimate when using calculators and other technologies to produce results, and then interpret them appropriately. Learners should apply their geometric and algebraic understanding and relate their understanding of

probability to the notions of risk and uncertainty. Teachers will also seek to enable learners to understand the cyclical process of collecting, presenting and analysing data. Learners will

be taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

NB Given the learning preferences, and, on occasion, the 'learning blocks' (eg "I hate maths, I can't do it and I won't do it!") of some learners, their core subject provision may be offered in the areas in which they have shown particular interest, rather than being presented as 'stand-alone' skills and knowledge.

Individual timetable design

In designing a programme that meets a learner's needs, Red Balloon Centres aim to:

- gather as much information as possible at the point of referral, and during the learner's induction period, regarding attainment levels and preferred styles of learning (ie carry out a thorough baseline assessment);
- generate both long and short term outcomes - identifying the skills, knowledge and qualifications (if necessary) required for the learner to successfully achieve the desired outcomes;
- identify a work programme that is likely to enable learners to achieve those outcomes;
- consistently monitor, review and, if required, modify the programme;
- engage 'learner voice' centrally within the whole process.

At KS3

Learners will have a timetable that offers access to:

- Maths
- English
- Science
- Computing
- Humanities
- Creative Arts
- Wellbeing
- Physical Activity

At KS4

Centres work to provide a range of suitable qualifications.

Given that there is no selection in terms of ability or attainment of learners, it is essential that we provide relevant and accessible but also challenging qualifications across the ability and attainment range.

RB Worthing aims to offer qualifications at both Level 1 and Level 2 in a broad range of subjects, including:

- Maths
- English
- Science (these can be individual subjects of Biology, Chemistry, Physics, double awards or general science)
- Computing
- Drama
- Humanities
- Modern Foreign Languages
- Music
- Art
- Media
- Business
- Statistics
- Food and Nutrition
- Health and Social Care
- Design Technology
- Childcare
- Life Skills

NB The range offered will vary from year to year, depending on learner interests.

RB Worthing seeks to accommodate any other desired subject option either through online learning or by accessing an appropriately qualified teacher locally (presuming that funding allows).

RB Worthing will offer a range of accreditation routes in all subjects including the core subjects. Learners are enabled to access examinations that are realistic in terms of their attainment levels (many learners have missed considerable amounts of education). Accreditation options are chosen in negotiation with the learner and will ensure the possibility of accessing their desired 'next step', be that further education, employment or training.

Given the bespoke nature of each learner's learning programme, it is sometimes possible for them to complete courses (including full GCSEs at Level 2) within a year (sometimes less), something that is of great benefit to learners referred late in year 10, or at the beginning of year 11.

The process of tailored learning typically begins with the admission process. (see the Admissions Policy)

NB. On occasion RB Worthing may admit an 'over-age' learner. This may be because s/he has missed a significant part of their secondary education, or simply that the commissioning agent believes that RB provision is the best matched to the learner's needs (that learner will inevitably be studying at KS4). In such cases the individualised nature of the provision will enable the Centre to respond to identified needs. In addition to the curriculum (which will

include the opportunity to cover missed learning at KS3 or 4), an 'over-age' learner will have access to:

- preparation for employment – developing the necessary skills and confidence;
- familiarisation with FE provision – visits to geographically accessible colleges, and preparation for admission if appropriate;
- tutor support specifically targeted at identifying the skills and knowledge required for the learner to take the next step in their learning journey.

Curriculum Implementation

The curriculum is implemented through personalised timetables, high quality teaching, specialist staff expertise, therapeutic support, regular assessment, mentoring and enrichment opportunities. Teaching is adapted to meet individual learner needs and EHCP outcomes, ensuring learners can engage successfully with education and make progress from their starting points.

Curriculum Impact

The impact of the curriculum is measured through learners' academic progress, attendance, engagement with learning, wellbeing outcomes, successful transitions, accreditation outcomes and preparedness for the next stage of education, employment or training.

Careers guidance

RB Worthing has career guidance, a work placement policy and a transition policy posted on the website detailing provision that will be made.

Careers guidance will be made available to all learners aged 13 and over. For those planning to return to mainstream education appropriate support will be provided.

The wellbeing curriculum

Whilst Centres seek to offer the best possible learning opportunities in the range of academic subjects described, the development of self-efficacy, self-confidence and self-esteem are key elements of the Red Balloon experience. Learners are referred because they have self-excluded from mainstream provision and frequently have significant anxiety attached to school, learning and developing relationships with peers and adults. Thus Centres aim to provide a nurturing, supportive environment that enables each learner to re-develop a positive view of themselves as a learner through:

- belonging to the Red Balloon community;

- exploring their anxieties and seeking ways to enable them to manage the emotions that lead to those anxieties;
- contributing to the community (a community should be both supportive and demanding);
- developing positive relationships with staff and learners;
- experiencing success as a learner;
- engaging with a comprehensive PSHE curriculum.

See the 'Learner Wellbeing Policy' (available on the website) for greater detail about this element of the curriculum.

Meeting the needs of SEND learners

Bespoke learning programmes are provided for all Red Balloon learners. Once the individual needs of a referred learner with an EHC plan have been identified, their learning programme is developed to match those needs. Each Head of Centre or SENDCo will:

- ensure the Centre is able to meet the needs specified in the EHC plan;
- commission additional support if required to meet those needs;
- meet with parents and the learner to ensure that they feel that the needs will be appropriately met;
- identify desired outcomes;
- ensure all staff are aware of the identified needs and projected outcomes;
- monitor progress against set outcomes;
- ensure that all reviews are held promptly.

What learners learn from staff

It is a core belief at Red Balloon that 'modelling' by adults is a key element in all learner learning. It is therefore essential that all staff provide positive role models for young people at all times. This means:

- displaying pride in themselves and their appearance;

- always being punctual and well-prepared; having a sound mastery of subject areas and conveying a genuine appetite for learning;
- managing their own emotions;
- wanting to listen to those things that interest ‘others’, rather than focusing solely upon personal interest areas;
- modelling positive conflict resolution.

(see staff code of conduct for further detail)

Core Curriculum entitlement

All learners will have access to a minimum of three hours per week in each core subject: Maths, English and Science. Where learners require highly personalised programmes or one-to-one teaching, curriculum delivery may be adapted to meet individual needs whilst ensuring suitable breadth, balance and progression.

On occasion (according to identified need) learners will engage in activities intended to enable them to develop effective social skills and the self-efficacy to access academic learning opportunities. Centre staff will always be clear as to the dual purpose of such activities (ie enjoyment of the activity itself and development of interpersonal skills).

All Centres will provide learners with access to learning about computing and the use of technology.

Red Balloon’s business plan ensures that all learners and staff have access to good quality technology to support the full range of learning.

RB Worthing will ensure that the provision offered to learners reflects the requirements of this policy.

All staff are required to have a framework for monitoring learner progress in their subject area(s) and to report against learner progress using that framework. Learner attainment and progress are assessed on entry and reviewed regularly. Assessment information is used to adapt curriculum planning, identify intervention needs and inform transition planning.

Through that assessment framework Centres aim to illustrate that learners have made good progress according to their ability. Where progress is not ‘good’, we will always seek to modify the practice to enable learners to make such progress.

Legislation/guidance that informs this document

Schedule to the Education (Independent School Standards) Regulations 2014

Other Red Balloon policies that should be read in conjunction with this one

- Wellbeing
- Behaviour for Learning
- Personal Development
- RSHE