

Curriculum Policy

Roselyn House School

2026 – 2027



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1. Aims

The ethos of Roselyn House School is founded on the belief that every young person is unique and has the potential to succeed. Through a nurturing, therapeutic and relationship-centred approach, we support young people to develop the confidence, resilience and skills needed to thrive socially, emotionally and academically. Our staff work collaboratively with students, families and external professionals to help each young person achieve a positive future

Our Vision

At Roselyn House School, we envision a future where young people are empowered to thrive emotionally, socially and academically. We strive to create a nurturing, inclusive and forward-thinking environment that unlocks potential, fosters independence, and equips students with the skills and confidence needed for lifelong success and wellbeing.

Our Mission

To move forward together, supporting young people through a nurturing, therapeutic approach that meets individual needs.

We are dedicated to creating a positive and engaging learning environment where students feel safe, respected and inspired.

Through personalised education, accredited qualifications and real-world experiences, we help young people develop the confidence, independence and skills they need to succeed in life beyond school.

Our Values

RESPECT

Valuing ourselves, others and our environment.

EFFORT

Giving our best and embracing challenges

KINDNESS

Showing care, empathy and compassion

INCLUSION

Ensuring everyone feels welcome and valued

INDEPENDENCE

Developing skills to thrive in all walks of life

At Roselyn House School, we aim to promote academic and emotional development through access to an individualised, relevant, broad and balanced curriculum with emphasis on acceptable standards in all areas of life. Thus, providing criteria for success for our students to access. The curriculum will enable students to develop learning and social skills with a settled, dynamic, supportive, safe and challenging environment. It is within this environment that students will be able to succeed in overcoming difficulties which impede learning and go on to achieve internal, external and national accreditation. Likewise, young people will become aware and develop self-esteem, become emotionally literate, show awareness/ respect of others and become more independent moving into Adulthood. By achieving this, they will meet the expectations regarded as important by the student, their family/ carers, the school and society in general. Every person who enters Roselyn House School will be expected to follow the school's values.

The curriculum supports the school's safeguarding responsibilities and is delivered in accordance with the school's Safeguarding and Child Protection Policy and Keeping Children Safe in Education (KCSIE) 2026. Safeguarding is understood as a whole-school responsibility and is reflected through curriculum content, staff practice, pastoral support, online safety education and opportunities for pupils to learn how to keep themselves and others safe.

2. Curriculum Intent, Implementation and Impact

Curriculum Intent: Roselyn House School intends that pupils will develop the knowledge, skills, confidence, emotional literacy, independence and qualifications needed to make progress from their individual starting points and prepare for adulthood, further education, training, employment and positive participation in society.

Curriculum Implementation: Teaching, therapeutic intervention, enrichment, careers education and pastoral support are organised through personalised pathways informed by EHCP outcomes, baseline assessments, Individual Learning Support Plans, Behaviour Support Plans, Risk Assessments and therapeutic recommendations. Curriculum delivery may be adjusted to support regulation, engagement and access to learning.

Curriculum Impact: Impact is measured through academic and vocational progress, engagement, attendance, behaviour for learning, emotional and social development,

EHCP outcomes, accreditation, destination tracking, pupil voice, parent/carer feedback and evidence of preparation for adulthood.

3. Education Curriculum

At Roselyn House School we believe:

- That young people are individuals in their own right and each has a right to purposeful and pertinent education.
- That young people should have access to a relevant and gratifying curriculum.
- That young people should develop skills, be proud of skills and show improvement.
- That young people should enjoy, gain confidence and receive support and motivation from the educational process to which they are entitled.
- That young people should be made aware of the Environment and how communities and individuals co-exist within it.
- That young people's emotional, social, behavioural and mental health needs should not hinder their development.
- That young people have the right to express their own opinion in an appropriate manner at an appropriate time.
- That everyone in the school is responsible for themselves and should respect others.
- That young people are entitled to access to National Curriculum regardless of level of ability or the strategies used to facilitate access.
- That young people are given opportunities for further development and access to appropriate learning including vocational and technical education.
- To develop the trust, confidence, motivation, concentration, imagination and co-operation skills necessary to learn, interact and benefit from a "school ethos" in its broadest sense.
- To enable students to benefit from specialist provision allowing them to address their difficulties and begin to fulfil their educational potential.
- To engender worthwhile and trusting relationships between students/ students, students/ teaching staff and students/ other significant adults.
- To give students positive and rewarding experiences enabling them to behave and respond with positive attitudes and responses to demands, requirements and ultimate objectives of a school environment.
- To equip all students with the resources and skills to, either continue their education to the best of their ability within other schools/ colleges/ training centres or to move out into society with knowledge and skills relevant to social, emotional, educational and vocational needs.
- To provide opportunities and understanding of vocational providers of technical education and apprenticeships, by encouraging visits both in school and externally from Year 7 to Year 14, thus being compliant with the 'Baker Clause' as set out by Lord Theodore Agnew Kt DL.

- To enable all students to leave school with experience, academic and vocational, external/ internal qualifications commensurate with their ability and achievements at school.
- To provide all students with the opportunity to develop skills for independence along an Adulthood Pathway (Links to the Gatsby Benchmarks).
- To keep students safe and to be aware of their needs and understand life circumstances and mental well-being.
- To encourage the opportunity for all students to increase awareness of their own and others' Mental Health and needs within an inclusive and supportive environment.
- To provide a therapeutic ethos where listening to others matters.
- To provide all students with a broader awareness of the World and broaden their experience of people within it.
- To respond to the individual and group needs of students by adopting a structured, purposeful environment sensitive to the individual needs of young people.
- To give all students a voice, allow them to develop into their unique selves.

4. Relationships, Sex and Health Education (RSHE)

Relationships, Sex and Health Education is delivered through PSHE, Citizenship, Character and Culture lessons, pastoral work and wider curriculum opportunities. The school provides statutory Relationships Education and Health Education, and age-appropriate Sex Education where provided, in line with statutory guidance. RSHE is adapted for pupils with SEND and SEMH needs so that content is accessible, sensitively delivered, developmentally appropriate and linked to safeguarding, personal safety, positive relationships, health, wellbeing and preparation for adulthood.

How will this be achieved?

- To help our students to develop self-awareness and understand their own personality.
- To develop lively, inquisitive minds in a safe environment based on trust where they are confident to ask questions.
- To help students understand what they are good at and where they fit in society and adult life.
- To equip students with functional skills in English and Maths.
- To provide a range of learning opportunities in a balanced range of subjects which offer accreditation.
- To recognise the need for thinking creatively about how education is delivered through individualised programmes.

- To provide opportunities for students to learn about providers of technical education, vocational learning and apprenticeships as laid out in the 'Baker Clause.'
- To ensure all students have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes.
- To encourage students to accept responsibility for their behaviour, show initiative and demonstrate how they can contribute positively to the lives of those living and working in the locality of the school and society more widely.
- To help to instil moral values, mutual respect and tolerance, and understanding of culture, race, disability, sex, religion or belief and other protected characteristics under the Equality Act 2010.
- To teach British Values and encourage discussion of controversial topics through PSHE, Citizenship lessons and SMSC, promoting democracy, the rule of law, individual liberty, mutual respect and tolerance, diversity and inclusion, and anti-discrimination education.
- To develop SEAL and emotional language in an environment where it is alright to express your thoughts and feelings.
- To understand the world in which they live and how we all need to accept each other and embrace difference.
- To work with other schools linked across the World.
- To apply Equal Opportunities for all.
- To appreciate each other, opinions, achievements and aspirations.
- To foster an environment of belonging and community at Roselyn House School.
- To provide positive role models and consistency as a whole school in order to improve the opportunities, mindset and mental wellbeing of our students.
- To work collaboratively with other agencies in order to provide the best we can for our students.
- To have a positive approach and celebrate achievement as a community.

5. Curriculum Overview

Nurture Group

Roselyn House School has identified a small number of students who have more difficulty accessing the school environment for a variety of reasons. These students are identified as particularly vulnerable and anxious about attending school, and this is backed up by information on individual statements and Learning Support Plans. They may have specific sensory difficulties. The objective of the Nurture Group is to get the students in the identified cohort to re-engage with school. To attend school. To complete work. To develop in confidence.

Students in the Nurture Group have different levels of need, ability, vulnerability and anxiety. This means a tailored approach to each student based on individual needs.

There is a consistent approach to the Nurture Group with a specialised group of staff working with this group.

Students will work on themes which introduce them to:

English, Maths, Science, Physical Education, History, Geography, Citizenship and PSHE. ICT is taught across the Curriculum. Individual therapies may be identified. Students can also opt into enrichment activities during PM sessions.

Enrichment/Therapeutic activities may include Outdoor Education, Therapeutic Art, Sport, Music, Baking and Duke of Edinburgh Award (Year 9) and DofE light for Year 7 and Year 8. Therapeutic provision may also include trauma-informed practice, attachment-aware approaches, emotion coaching, regulation strategies and sensory support arrangements.

KS2

Students may be admitted in Year 6 to Roselyn House School which is often part way through the academic school year as an earlier transition into Secondary SEND Education as a result of previous placement not being able to meet need and risk of permanent exclusion.

There will be an individualised programme of study (if appropriate and requested) in place which incorporates a mixture of 1:1 learning following a **KS2/KS3 Curriculum** and social interaction. Lessons may be broken down into 20 minute or 40-minute sections and be individualised or within a small class group.

The student will aim to achieve a positive transition into learning and start to look at appropriate strategies to achieve this. They will experience a variety of learning through a theme- based curriculum which will focus on development of Literacy and Numeracy Skills.

Students will have access to the subjects listed below:

English, Maths, Science, Physical Education, History, Geography, Citizenship and PSHE. ICT is taught across the Curriculum. Individual therapies may be identified. Students can also opt into enrichment activities during PM sessions.

Enrichment/Therapeutic activities may include Outdoor Education, Therapeutic Art, Sport, Music, Baking and Duke of Edinburgh Award (Year 9) and DofE light for Year 7 and Year 8. Therapeutic provision may also include trauma-informed practice, attachment-aware approaches, emotion coaching, regulation strategies and sensory support arrangements.

KS3

Students will have access to the subjects listed below:

English, Maths, Science, Physical Education, History, Geography, Citizenship and PSHE. ICT is taught across the Curriculum. Individual therapies may be identified. Students can also opt into enrichment activities during PM sessions.

Enrichment/Therapeutic activities may include Outdoor Education, Therapeutic Art, Sport, Music, Baking and Duke of Edinburgh Award (Year 9) and DofE light for Year 7 and Year 8. Therapeutic provision may also include trauma-informed practice, attachment-aware approaches, emotion coaching, regulation strategies and sensory support arrangements.

KS3 students also have access to a range of vocational placements which are aligned and identified with the future career aspects. However, these are not widely available until KS4.

KS4

English, Maths, Science, Physical Education, History, Geography, Citizenship, Employability and PSHE. ICT is taught across the Curriculum (If students opt in to the full breadth of subjects on offer). Individual therapies may be identified. Students can also opt into enrichment activities during PM sessions.

Enrichment/Therapeutic activities may include Outdoor Education, Therapeutic Art, Sport, Music, Baking and Duke of Edinburgh Award. Therapeutic provision may also include trauma-informed practice, attachment-aware approaches, emotion coaching, regulation strategies and sensory support arrangements.

KS4 students also have access to a range of vocational placements which are aligned and identified with the future career aspects.

KS5

English, Maths, Citizenship, Sports and Employability. If students wish to continue with a subject that they studied in KS4, this can be arranged. ICT is taught across the Curriculum. Individual therapies may be identified. Students can also opt into enrichment activities during PM sessions.

Learners may continue accessing science, vocational and wider accreditation pathways where appropriate.

Enrichment/Therapeutic activities may include Outdoor Education, Therapeutic Art, Sport, Music, Baking and Duke of Edinburgh Award. Therapeutic provision may also include trauma-informed practice, attachment-aware approaches, emotion coaching, regulation strategies and sensory support arrangements.

KS5 students also have access to a range of vocational placements which are aligned and identified with the future career aspects.

6. Approaches

- The Curriculum will be based on a Primary (KS2) and Secondary (KS3 and KS4, KS5), subject specialist approach wherever possible encompassing aspects of the National Curriculum at the appropriate Key Stage for each individual child.
- Each student is placed on a bespoke pathway on either the semi formal or formal curriculum, depending on academic ability.
- Each student is assessed on Literacy and Numeracy skills, Emotional Literacy, behaviour, preferred learning styles and relevant subject baselines on admission to school. This forms the basis of an Individual Learning Support Plan linked to EHCP outcomes.
- The Assessment and Marking Policy details specific assessments used.
- Each class will consist of no more than ten students of similar age and/ or ability.
- Each class will be taught by a Specialist Teacher supported by a Learning Support Assistant (or multiple) wherever possible.
- All students will be encouraged to complete accreditation at their appropriate level, which may include Functional Skills, Entry Level Qualifications, GCSEs where appropriate, vocational awards, ASDAN, Duke of Edinburgh Award and other relevant qualifications or certificates.
- There will be particular emphasis on the development of literacy, number, target setting, re-tracking and critical thinking skills through a range of enrichment and specific programmes for the development of particular skills, as well as structured learning programmes for students experiencing Moderate Learning Difficulties and further Specific Learning Difficulties.
- There will be the facility for the implementation of small groups and individually based learning programmes.
- All students will be provided with all the required resources and materials to complete any set task within school.
- Schemes of work throughout the curriculum will be based on the relevant guidelines suggested by the National Curriculum documentation in each of the Extended Core and Foundation areas of the National Curriculum.
- Each scheme of work will be supported by lesson plans giving accurate information as to work covered, concepts taught and achieved, tasks completed/ not completed and comments on educational performance for each student.
- Initial Assessment information will be produced to establish baseline assessment in Literacy, Numeracy, learning styles, Emotional Literacy, subject knowledge and SEMH needs. This will form the basis for an Individual Learning Support Plan and will be reviewed through teacher assessment, progress tracking, EHCP review processes and termly reporting cycles.
- There will be an Annual Review for each student to discuss achievements and plan future development. End of Term Reports are produced to show progress and attitude to learning. Progress is tracked lesson by lesson by the Teacher and recorded in a whole school digital platform. Progress reviews

consider academic achievement, EHCP outcomes, engagement, SEMH development, attendance, accreditation and destination planning, and are discussed with students and parents/carers.

- All students, in Key Stages 2, 3, 4 and post-16 will be taught the knowledge and understanding through opportunities, to develop confidence and responsibility and make the most of their abilities.
- To develop a healthy, safer lifestyle, and to develop good relationships and respect the differences between people. This will be implemented with a structured PSHE programme in KS2, KS3, KS4 and KS5.
- Students in Key Stage 2 (year 6) are prepared for transition into Key Stage 3 and are offered many different taster therapeutic opportunities.
- From Year 7 to Year 14, opportunities will be given for students to meet with providers of vocational, technical education and apprenticeships being compliant with the 'Baker Clause'.
- Progress will be tracked with regard to exposure to further education, training and employment by using the Gatsby Benchmarks of Good Career Guidance. The Careers Leader oversees the annual careers programme, work experience arrangements, provider access opportunities, careers roadmap and destination monitoring.
- All students at Roselyn House School have an Education, Health and Care Plan. The Pathway to Adulthood Curriculum Policy has been written with due regard to how we can support our young people and their Parents/Carers with special educational needs, disabilities, learning difficulties and mental health to prepare for adult life. This coincides with the curriculum policy.
- Each child's progress within each subject area will be recorded, tracked and monitored in line with Roselyn House School's Levelling criteria. Each subject area will report on achievements, performances and progress with respect of relevant DfE guidelines and future objectives. See Assessment and Marking Policy.
- Student's work will be levelled and exemplary material kept for each subject.
- Achievement will be celebrated by an 'Outstanding achievement' award each half term. These nominations are displayed in the main areas across both schools.
- Any certificates, qualifications and accreditations will be stored in a student's record of achievement.
- Examples of work and student achievement is available for all to see on the school website and social media pages.
- Positive behaviour will be rewarded by praise, celebration of success and student specific rewards.
- Everyone will be valued and listened to, considering the needs of each other.

7. Therapeutic/ Social Development

In order to develop our young people and provide a safe environment through which to explore themselves and grow as an individual and a learner, we need:

- To encourage and develop positive relationship building between all students and staff.
- To identify difficulties and provide strategies to overcome them.
- To provide positive experiences and reward students.
- To allow students to develop a sense of self.
- To foster a sense of ownership towards the school and all that is in it.
- To develop self-esteem and self-worth.
- To be effective and successful learners.
- To be initiative-taking.
- To deal with and resolve conflict effectively and fairly.
- To solve problems with others or by themselves.
- To manage strong feelings such as frustration and anxiety.
- To recover from setbacks and persist in the face of difficulties.
- To work co-operatively.
- To respect the rights, beliefs and values different from their own.
- To feel listened to and safe.
- To have an awareness of mental wellbeing.
- To have a flexible and versatile philosophy with a clear Behaviour Policy.
- To provide regular INSET and CPD for staff in order to develop understanding and have regular updates of guidance in order to be forward thinking with our young people.
- To develop positive/ meaningful relationships with other young people externally from school both locally and internationally.
- To identify difficulties and provide strategies to overcome them, including regulation, sensory and emotional support strategies where appropriate.
- Where pupils require additional emotional or mental health intervention, referrals may be considered through pastoral, therapeutic, CAMHS or other specialist services in consultation with families and professionals. Young people identified as needing more specific counselling of an intensive psychological or psychiatric nature will be referred to the relevant professional and an additional fee may be charged for this, although Roselyn House School has a trained on-site therapist.

8. Moving towards Independence

The policy of the school is that all students will be assisted to achieve independence in the community in the following ways:

- To develop self-awareness, self-respect, self-motivation and self-discipline and an awareness of and respect for others.
- To recognise the need for care and wellbeing for self and others.
- To allow self and others to develop in personality and respect their true self.

- To acquire understanding of the social, economic and political order of a reasoned set of attitudes, value and beliefs.
- To be law abiding and recognise right and wrong actions and the cause and effect this can have.
- To develop qualities of mind, body and spiritual feeling and imagination.
- To appreciate achievements of self and others.
- To experience a range of opportunities some of which may not have been before, looking at the Arts, Literature, Science, Politics, Culture, Identity and Sport etc.
- To build confidence and independence in order to have the life skills going into adulthood.
- The final aspect is the concept of humour. This is never to be underestimated both in terms of value and harm.

9. Conclusion

The intention is that life at Roselyn House School will be a rewarding experience, where students will enjoy learning more about themselves, others and the world in which we live. They will acquire and develop both academic and life skills where they will feel supported and confident to move forward to a “positive future and life” post school. They will be mindful towards the needs and strengths of others and develop a desire to improve lives for their selves and others in the world. They will grow in acceptance and understand inclusivity and diversity as a positive approach to society.

10. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary. It will be reviewed by **Jack Birkenhead (Headteacher)** in consultation with the wider school community and with proprietor oversight. **Jack Birkenhead has responsibility for curriculum quality.** This is reported to the proprietors on a termly basis.

Curriculum monitoring will include a planned monitoring schedule, termly review processes, quality assurance activities, termly learning walks, scrutiny of progress information, pupil voice contributions and feedback from parents/carers, staff, governors/proprietors and external professionals where appropriate.

11. Links with other policies

This Curriculum policy is linked to the following policies and documents:

- Assessment and Marking Policy

- Behaviour Policy
- Child Protection and Safeguarding Policy
- SEND Policy
- RSHE Policy
- Equality Policy
- Mental Health and Wellbeing Policy
- Attendance Policy
- Restrictive Physical Intervention Policy
- Pathway to Adulthood Policy

ROSELYN HOUSE SCHOOL

OUR SCHOOL DAY

KS3 & KS4 School

Monday-Thursday

9:30am – 10:10am	Lesson 1
10:10am – 10:55am	Lesson 2
10:55am – 11:10am	Break
11:10am – 11:55am	Lesson 3
11:55am – 12:40pm	Lesson 4
12:40pm – 1:00pm	Lunch
1:00pm – 3:20pm	Enrichment
3.25pm	End of school day

Friday

Starts at 9:25am
Finishes at 2:40pm

KS5 School

Monday-Thursday

9:30am – 10:10am	Lesson 1
10:10am – 10:55am	Lesson 2
10:55am – 11:10am	Break
11:10am – 11:55am	Lesson 3
11:55am – 12:40pm	Lesson 4
12:40pm – 1:00pm	Lunch
1:00pm – 3:20pm	Enrichment
3.25pm	End of school day

Friday

Starts at 9:30am
Finishes at 2:40pm