

The Pears Family Charitable Foundation School

Curriculum Policy

<i>Date last approved by Head</i>	<i>September 2026</i>
<i>Review Date</i>	<i>2028/9</i>
<i>Coordinator</i>	<i>PSHE lead / Headteacher</i>
<i>Principal Signature</i>	<i>Matthew Hillman</i>

At the heart of all policies at The Pears Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve*
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society*
- The key to learning at The Pears Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work*
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility*
- Every young person in our school is capable of becoming an agent for change in his or her local community*
- Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation*
- We have carefully considered the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations*

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.

The Pears Family Charitable Foundation School

We deliver:

A Curriculum that Supports Reintegration: Our core work is to rapidly provide pupils with the confidence, educational progress and ambition necessary for a successful and sustained reintegration into a suitable long-term educational placement. Three stages in the curriculum enable pupils and families to:

Recover safety, confidence and engagement in a learning environment

Rebuild foundational knowledge and a skill set in learning and social interaction to ready them for their next educational setting.

Reintegrate - this involves careful collaboration with the receiving school and relevant network to ensure both the students and the receiving school are ready.

A systemic Curriculum: Central to our curriculum is the principle that we work in partnership with parents. The curriculum model brings key principles of therapy into an educational setting. Pupils and families experience daily 'doses' of therapeutic involvement through informed and effective communication and teaching from all school staff. Parents and carers play an active role in their child's learning journey in school as well as having access to their own systemic parent curriculum. We work with the network around the pupil not just the pupil in isolation.

A responsive Curriculum: Teachers use a baseline assessment period to identify personalised goals for students in their curriculum knowledge and personal development. Targets for each student ensure good progress in their foundational knowledge and behaviour and skill set for learning in English, Reading and Maths. These targets are captured in a personalised learning plan and are frequently reviewed to ensure personalised goals of a placement are met.

A thematic curriculum: The concept-based curriculum is built on 6 themes over a 2-year rolling cycle that hold personal development at the core. Students explore high-quality texts and cross curriculum links that focus on important, real-world concepts with a hope to build the foundations of life-long learning.

Dreams and Change	Belonging and Identity
Sustainability and Care	Compassion and Happiness
Fear, Conflict and Forgiveness	Rights and Responsibilities

A curriculum that Develops Skills for Learning: Our curriculum develops pupils' skills in how their brain processes thoughts and how this can impact on their actions. We support pupils to develop their thinking in 8 key areas that support emotional regulation, working towards a goal and sustaining focus (executive functioning).

Integrated into lessons, taught explicitly and reflected in feedback and praise, the development of these key areas in thinking is central to our curriculum. Students learn how to learn.

Self Control	Self-monitoring	Emotional Control	Flexibility
Task Initiation	Organisation	Working Memory	Planning & Time Management

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A Curriculum that Broadens and Enriches: Alongside Reading, Writing, Maths, Science and PSHE lessons the curriculum enables students to further develop their executive functioning skills in a range of skills-based sessions both on and offsite. Examples of these include: Equine therapy, sessions in a music studio, P.E, Swimming, Art and Trail running.

Delivery of the curriculum

The curriculum is delivered through discrete English (including reading and writing), Maths and Science lessons. The English curriculum has been designed in collaboration with the **CLPE**, planning in maths and science is informed by the **White Rose** Schemes and **Little Wandle** is used for phonics teaching and intervention.

Personal development runs throughout the whole curriculum and is at the heart of the therapeutic approach. This is captured in pupil's Person-Centred Learning and Care Plans (PCLPs). PSHE lessons are used for discrete teaching including Relationships, Sex and Health Education (RSHE). The PSHE Association is used to inform short-, medium- and long-term planning.

Skills based sessions are also delivered both on and offsite to further support executive functioning of learners. They include equine therapy, sessions in a music studio, P.E, swimming, art and trail running.

Assessment

Students are assessed at baseline on arrival. Following this there are three assessment points throughout the year. Teacher assessment is informed by formative and summative assessments. We work closely with both students, families, previous schools and next schools to ensure that their learning journey is continual, challenging and progressive.

The assessment system is based on the stands of the National Curriculum. Students are assessed against the year group closest to their attainment level. Cognition and Learning targets form a part of each student's PCLP. Progress is recorded using Arbor.

Phonics Screening and Multiplication Tables Check take place in line with national policy. We make personalised assessments for each student as to whether sitting the end of KS2 assessments is appropriate for them in line with their Person Centred Learning Plan. We do not feature on the compare school performance service. Please enquire for more information on how we measure and record performance data for the school.