

Belmont

A special school



Curriculum Subjects Overview

2024-2025

OUR VALUES

Relational . Kind . Aspirational



An overview of subjects being taught across all Key stages:

Key Stage 1&2	Key Stage 3	Key Stage 4
English	English	English*
Mathematics	Mathematics	Mathematics*
PSHE	PSHE	PSHE*
Our World (Science, History & Geography)	Our World (Science, History & Geography)	Our World (Science, Horticulture & elements of History & Geography)
Religious Education and World Views	Religious Education and World Views	Religious Education and World Views
Our Bodies (Active Skills, Yoga and Mindfulness, OPAL Outdoor play and learning, Forest school/skills)	Our Bodies (Active Skills, Yoga and Mindfulness, OPAL Outdoor play and learning, Forest school/skills)	Our Bodies (Active Skills, Yoga and Mindfulness, OPAL Outdoor play and learning, Forest school/skills; interest and hobbies outside of school)
The Arts (Music, Drama and Art)	The Arts (Music, Drama and Art)	The Arts (Music, Drama and Art)
Our Futures (Careers; Food Technology and product design, Citizenship)	Our Futures (Careers; Food Technology and product design, Citizenship)	Our Futures (Careers; Food Technology and product design, Citizenship & ASDAN)
Computing	Computing	Computing*
Interoception	Interoception	Interoception
THRIVE	THRIVE	THRIVE

Subjects in blue represent our Core subjects

*Accreditations will be gained for these subjects where possible. If any pupils have the ability to access GCSE's we will endeavour to support them in gaining these qualifications.

During the school week all pupils will take part in the following lessons: PSHE; English; Maths; Our World; Our Bodies; Computing; The Arts; RE and world views; Our Futures; bespoke interventions (either 1:1 or small group).

In KS4 there is a greater emphasis on preparation for college and the world of work through the subjects. Our ASDAN courses, Food Wise, PSHE short course and Personal and Social Development Bronze Silver Gold award, incorporates many elements of life skills such as cooking and money management.

Work related learning, enterprising and enterprise activities are embedded in the curriculum. Pupils will also take part in college link days as part of their transition programme.

An overview of subjects being taught across all Key stages:

PSHE

Our PSHE education provides our pupils with the opportunity to develop the knowledge and skills required to live a happy, healthy and safe life, by enabling them to understand risk and make safe and informed decisions.

The content of the PSHE curriculum has been adapted from the PSHE Association Framework. It covers 6 main strands: Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feeling and Emotions, The World I live In, Relationships and Sex education.

The topics covered and the way the topics are delivered has been chosen to ensure that the specific needs of our Belmont pupils have been met in all key stages.

Our PSHE curriculum and whole school ethos, provides our young people with the tools needed to live independently, build positive relationships, be a good citizen, maintain positive mental and physical health and take steps towards being ready for the world of work. We aim to nurture the appreciation of diversity, encourage self-love and understanding, develop emotional intelligence and literacy and educate our young people about all aspects of safety, including online safety. The PSHE curriculum is enhanced and supported by our citizenship curriculum which has its own allocated time on our timetable.

Primary

In primary, pupils learn about topics based within 6 strands – Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feelings and Emotions, The World I live In and Relationships. The main aim of the primary curriculum is to begin to develop the children's awareness of themselves and others and develop key skills that will enable the children to communicate and interact positively and safely with others and their surroundings. Some examples of topics covered are: hygiene, emotions, friendships, safety awareness and healthy bodies and healthy minds.



Secondary

In Secondary, the children also learn about topics within 6 strands - Self-awareness, Self-care, Support and Safety, Healthy Lifestyles, Feeling and Emotions, The World I live In and Relationships and Sex Education. In secondary, there is a focus on getting the pupils ready for the wider world by developing: risk awareness, understanding of the complexity of different types of relationship, morality, personal responsibility for decision making, effective communication and health and wellbeing. Online Safety is an area of PSHE that is becoming more and more significant and prevalent in the children's lives and therefore we make a significant effort to address all aspects of online safety including: safe use of devices, social media, cyber bullying, gaming and its impact on the body and mental health.

Key Stage 4

In Key Stage 4, the children begin to gain an in-depth knowledge of PSHE topics. The aim is to provide them with all the skills they require to happily and safely transition to college, the world of work and independent living. Where appropriate, they learn in depth about Drugs, Alcohol & Tobacco, Relationships and Sex Education, Physical and Mental Health, Risk and Safety in a variety of situations, Financial Choices and British Values and the Law. The modules they complete go towards achieving an ASDAN short course in PSHE.

English

In the **Primary Department** we recognise the central importance of English: as a medium for thought, learning and expression across the curriculum, and as a subject in its own right. Children need a facility with language and communication in order to learn, and to play a full and active part as individuals within society. We therefore view the acquisition and development of language and communication skills as an essential part of the school curriculum. Consequently, English is given a high priority in the school.

In terms of Communication, Language and Interaction, our intention is to help children to: listen, understand and respond appropriately to others; express their ideas and learn to use the vocabulary and grammar of standard English. Their thoughts and experiences are valued by the teacher and they learn to take turns and to listen to others making use of 'talk partners'. This also incorporates early stages of communication and children are taught to use objects of reference, photographs and symbols to support their communication needs, with the guidance from our Speech and Language Therapist.



Our intention, in terms of Reading, is to teach children to: read accurately, fluently and with both understanding and enjoyment; respond sensitively and critically to the texts they read from a variety of genres; use reference materials with confidence for a range of purposes and take part and discuss books in guided and shared reading sessions. Children are grouped according to their ability for daily phonic sessions. As children enter the school, the teachers continue/introduce children to 'Read Write Inc.' or our "Pre- phonics" approach to develop their phonic reading skills. Their progress continues to be carefully monitored by the teacher. Once children have learnt to read, they are encouraged to read to learn. Strategies such as Shared, Guided, Independent or Paired Reading provide the context in which the teacher can help children to become more reflective and critical readers and to develop their ability to talk about their reading.

In terms of Writing, our intention is to teach children to: write with growing confidence and precision using a variety of forms for different purposes; develop their skills of communicating in a lively and appropriate style; draft and re-draft their work

through the process of editing (when appropriate to the task and their developmental level) in order to produce work which is 'the best it can be!' and finally have the knowledge and ability to apply spelling, punctuation and grammatical conventions.

In the course of their work, children will also be involved in drama and role-play activities. These elements of English will extend their ability to communicate and to understand the communication of others. ICT will be used to extend their access to information and to develop the skills required for the 21st Century.

In **Key Stage 3** pupils continue to consolidate and build upon their basic English skills from their Primary learning. Pupils are taught key skills in the three strands of Writing, Reading and Communication. The curriculum puts a real focus on the pupils feeling more confident in each of these three areas. We

ensure that each scheme of work offers the pupils the opportunity to boost their basic literacy skills with a real emphasis on phonics, spelling and comprehension in each component of learning. The schemes offer a range of writing purposes, writing to entertain (exploring different story styles), writing to inform (exploring non-fiction texts) and poetry. Ultimately, the aim at Key Stage 3 is to make learning as dynamic and engaging as possible that encourages the pupils to express themselves and be creative.

At **Key Stage 4**, pupils will follow the two year AQA Entry Level Certificate (ELC) scheme of work. ELC qualification will give pupils the opportunity to achieve a certified award at either Silver or Gold level. The course covers a wide range of units that helps our pupils prepare for further education or employment. Topics have included Travel, Leisure, Education, Family and Fashion. Pupils are assessed in modules each term with the modular exams focussing on Reading and Writing skills as well as Speaking and Listening. Once again, there is a real focus on fostering confidence within the course as students cover a wide range of skills that can be applied to real life.



Maths

A mastery approach is adopted when delivering the maths curriculum allowing students to learn and explore topics and progress at their pace. Maths skills are utilised across the curriculum to encourage students to identify mathematics as part of everyday life and a vital life-skill.

In the Primary Department, children engage in arithmetic, problem solving and reasoning, often with practical activities. The National Curriculum framework is adapted and differentiated to meet the individual needs of our children. Children at this stage will be developing and enhancing their use of mathematical language and will be engaging within the mastery maths approach and understanding the meaning of problem solving. In Maths lessons, there is a strong emphasis on practical activities, oral work, developing mathematical language, fluency and basic numeracy skills. This leads to pupils developing their understanding of mental strategies and written methods, being hands on with practical and investigational work and taking part in problem solving with mathematical discussion, all supported by the consolidation of basic skills and number facts.



In Key Stage 3, all pupils will consolidate their numerical and mathematical capability from their primary settings and will extend their understanding of number, shape, measure and statistics. Pupils will spend time developing their mathematical vocabulary to broaden their understanding. Pupils continue improving their fluency in mathematics through varied and frequent problem-solving practice, so that they can apply maths knowledge with increased accuracy and speed. Again, students work through each area of maths at their own pace, guided by a variety of resources and activities to ensure good understanding before moving on to the next progression.

All Key Stage 4 pupils will follow the two years AQA Entry Level Certificate (ELC) scheme of work. ELC qualifications give pupils the opportunity to achieve a certified award. ELC covers all basic and relevant numeracy skills and it is suitable for all pupils. The ELC subject content covers 8 components: properties of number, the four operations, ratio, money, calendar and time, measures, geometry, statistics. Additional qualifications are also offered for students who show an appropriate level of understanding.

Our Bodies

The Our bodies curriculum aims to ensure that all pupils enjoy participating in a range of physical movements through fun engaging activities. Pupils are encouraged to extend their skills through various opportunities and experiences differentiated to individual levels and abilities. Pupils are encouraged to be the best that they can be through developing great effort, resilience, perseverance and determination.

Sessions are stimulating, utilising equipment to enhance skills and enable pupils to work individually and within a team. Independence, communication and co-operation are also encouraged. Pupils will have access to a broad range of skills within co-operative games, invasion games, strike and field games, gymnastics, athletics, dance and swimming. Opportunities are also provided for pupils to participate in both interhouse events and external professional coaches to share best practice. Some of our most successful opportunities have included The Sensory Dance festival, Girls football tournament, RDA and Quick Cricket.



In addition to more focused sessions, the Our bodies curriculum is incorporated throughout each day (OPAL, the Daily Mile, and Forest skills / school).

Our bodies lessons link to our Interoception curriculum which supports awareness of body parts and movement. Pupils are encouraged to think about their bodies, how they can use them for various skills and how these activities can make our body feel. This not only supports pupils' understanding and awareness, but also allows them to identify what they can do in order to choose healthier, active lifestyles.

Our World

'Our World' as a whole subject is unique to Belmont school incorporating sessions in science, geography and history to form a rounded and accessible curriculum for our pupils.

Across this curriculum, there are five learning strands which pupils will access across the academic year. Four of these combine science and geography topics and one history which are named:

- Me, You and Where We Live
- The Senses
- Things That Go
- Understanding My World
- History

Each of these strands contains different topics. For example, in 'Understanding My World', topics include:

- Animals and Birds
- Plants, Flowers and Trees
- The Earth
- Space
- Weather and the Seasons



Across the six terms within the school year, pupils will access 5 topics taken from the science and geography strands and one term covering a history topic.

The Our World curriculum has been adapted extensively over the past couple of years to ensure that it is relevant and correctly targeted towards the needs of our pupils. We ensure that teaching is strongly sequential and allows pupils to build upon their prior knowledge in order to enable deep and retainable learning.

In KS1 and 2, the classes may use a reading book as a starting point to develop the ideas within each topic. For example, 'We're Going on a Bear Hunt' could introduce themes such as materials, the senses, and maps. History topics are based around ideas such as castles, knights or myths and fairy tales.

As pupils move into KS3, they will continue to develop their skills and knowledge base by looking in more depth at the above subject areas. They are encouraged to start asking questions, whilst widening their perspective and understanding of the world they live in. Pupils will take part in a range of practical activities and experiments and are encouraged to investigate and find out for themselves in order to spark a curiosity for discovery.



In KS4, pupils follow the ASDAN programme which integrates many of the ideas studied across Our World. There is a greater emphasis on awareness of current issues like climate change and the environment as well as being involved in projects within the wider community. Pupils will complete challenges throughout the Key Stage and build up a portfolio showing their knowledge and understanding whilst having the opportunity to gain a qualification at the end of year 11.

To support the teaching and learning of Our World, pupils in all key stages have the opportunity to take part in curriculum visits such as the Cheltenham Science Festival, visit local places of interest such as Slimbridge and We The Curious in Bristol, as well as having access to a wide range of resources and books kept at school

The Arts

This is a subject in which every pupil can have fun and succeed. Each pupil will nurture their own strengths and talents in a wide range of creative disciplines including Music, Art, Dance and Drama. The course will explore the elements of each of these, enabling the pupils to experience a range of activities and tasks through the most up to date and exciting projects.

Working by project enables the pupils to work as a team with their class to develop key skills such as communication, teamwork, leadership and problem solving. Alongside these, pupils will develop their confidence in appreciating, making and sharing their artwork with others – **connect, create, communicate!**

Some of our most successful projects include art exhibitions, the Belmont Christmas productions, puppet shows and Belmont's Got Talent! We have enjoyed linking with other professionals in the wider community to give our pupils unforgettable experiences such as song writing with The Music Works, A Music Therapist and African Drumming with a native African artist. In addition, we take part in a local dance festival and Inc Fest each year (with the other special schools in the area), where pupils perform on a large stage and get to really feel like a star.

The Arts is an integral part of everyday life, making up most of the leisure activities that our pupils enjoy. This includes film, music, gaming and dances on social media. We encourage our pupils to look at both famous, established artists alongside the modern artforms that are most meaningful to them.

There is something in this subject for everyone, and we look forward to seeing the pupils express themselves in the way that is most enjoyable and fun for them.



Computing

Computing at Belmont covers everything from learning the basics of cause and effect with toys through to using computers and iPads, coding and using Microsoft Office.

Primary

In our primary department, our students learn the basics of coding using toys, games, robots and iPads. They also learn to use different iPad apps and begin to use laptops using a keyboard and mouse. As they get older, students begin using different software for coding and begin to explore word processing and presentations. Students also begin to develop an understanding of how to stay safe online in line with their PSHE work on the topic.

Key Stage 3

In key stage 3, students further develop their understanding of the concepts delivered in primary. Students use a range of software as well as 'unplugged' activities to strengthen their knowledge of coding and algorithms. Students also begin to apply their understanding of Microsoft software in other areas of the curriculum to support their learning. Students continue to develop their understanding of staying safe online including social media and video games.

Key Stage 4

Key stage 4 students begin working towards accreditations in computing following either the WJEC entry Level award. These accreditations allow students to demonstrate their understanding and apply their skills into a range of modules. Students complete coursework in lessons to create a portfolio for their accreditation. Students also use their IT skills to support in other areas to allow them to demonstrate their understanding across the wider curriculum.



Religious Education and World Views

At Belmont our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing.

We aim for pupils to get a coherent and progressive experience of the subject, with scope for cross-curricular learning.

Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC (spiritual, moral, social and cultural), personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences.

The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

RE coverage should aim to:

provoke challenging questions;

encourage pupils to explore their own beliefs;

teach pupils to develop respect for others;

prompt pupils to consider their responsibilities.

enable pupils to build their sense of identity and belonging



The following course are on offer for Key stage 4 pupils:

End of KS4 accreditations (where pupils are able to access):

GCSE Maths

Entry Level Maths (ELC 1,2,3)

Entry Level English (Silver & Gold)

ICT Entry Level Awards

Arts Award

Duke of Edinburgh

ASDAN Awards:

Year 10:

My Independence – Realizing Aspirations

Careers & Exp Work

Independent Living

Citizenship

Food Wise

My Independence – Transforming Aspirations

PDP

PSHE

Year 11:

Careers & Exp Work

Independent Living

Sports & Fitness

Animal Care

Citizenship

Food Wise

PDP

PSHE



International Days

Each year at Belmont we have allocated International Days. International days are planned around a theme, and these are held during different terms. Teachers are all involved in planning sequence of activities linked to different countries. Generally, a whole school assembly is held in the morning to introduce the international day. Learning basic foreign language phrases are incorporated. This helps pupils improve their confidence having "Yes, I can say the words" attitude leading to an enthusiastic sense of an open mind. Holding International days at Belmont School broadens pupils' personal knowledge about different foreign cultures, landmarks, taste foreign cuisine, spiritual, moral, and cultural development and many more benefits. These days promote diversity in the school community.

At times linking with the local community and bringing in visitors that originate from many different countries of the world to share their language, culture, and experiences with us has made these days extremely successful. International days are a fantastic way of making our pupils aware of the countries and culture of the wider world.



Interoception

Interoception is a sense, just like touch, smell, sight, sound, taste, vestibular (our sense of balance) and proprioception (our sense of where our body is). Interoception helps us feel what is going on inside our bodies. It allows us to feel internal sensations (body signals) coming from many areas of our body. Noticing and understanding these sensations helps us identify when we are hungry, thirsty, need to go to the loo, feeling hot or cold as well as alerting us to our emotions and how we feel. It helps us to self-regulate, managing our reactions to how we feel and what is going on around us.



Extra Curriculum Activities

The traditional curriculum is supported by the wealth of extra curriculum activities that happen throughout the week and year. Every Friday afternoon pupils complete the week with an Enrichment session. The numerous choices that pupils select from allows them to further develop their social skills with pupils across the school and to work on outcomes on their EHCP whilst having fun! These activities include: cycling, arts and crafts, football, gardening, meditation, yoga, music and many more.

In the mornings, breakfast club is available for pupils so they can socialise and eat a healthy breakfast before the day begins. After school pupils can take part in Multi Skills, Arts and Crafts and Drama Workshop clubs throughout the year.

For many years we have taken pupils to the fantastic RDA (Riding for the Disabled) facilities where they learn to ride the horses. This will continue but with a more sensory focus where some pupils will take part in a programme that teaches them to care for the horses, clean and groom them, put on all their gear and then represent themselves in a mini gymkhana.



Throughout the year our staff seek to enrich the curriculum wherever they can with activities and trips such as:

Cotswold Farm Park; Wetlands Wildlife Trust; Staverton Airport; Tesco Food Trails; Waitrose cooking experience; Whole Foods Schools Matter project; Museums and religious establishments; sporting competitions and many, many more!



Outdoor Play and Learning

Play is like a superpower and its possibilities are endless once it's been unlocked. At Belmont School we value the numerous benefits that enriched, high quality play opportunities can offer to our children and young people.

Children love to play because it's fun—but it's also vital for their development. Outdoor play and learning provide numerous benefits for children's physical, mental, and emotional development. Time spent outdoors encourages physical activity, promoting motor skills, coordination, and overall fitness. It also fosters creativity, co-operation and problem-solving, as children interact with each other and their environment, engage in unstructured play, and develop a sense of curiosity and resilience. For most, outdoor play supports emotional well-being by reducing stress and boosting mood, while offering social opportunities that enhance communication and teamwork skills.



During 7 years at primary school, children play for 20% of their time (1.4 years in total), at Belmont this figure can be higher dependant on the individual needs of the children. In July 2022 we were thrilled to receive the Platinum award or OPAL at Belmont. As an OPAL school we offer creative and open-ended ways to play outside with upcycled materials and natural loose parts, opportunities for children to take the responsibility for their play, outdoor play in all weather and seasons and a risk-benefit approach to supervision which allows children to experience managing risk in their play. Outdoor play offer opportunities to observe different skills, learning and development goals that children may not have opportunities to demonstrate inside the classroom setting. We strive to provide consistently high quality, sustainable play opportunities for all children. Play can be adapted to fit the unique needs of our wonderful children, so they can explore, learn, and grow at their own pace, turning challenges into exciting adventures!



Our Futures (Careers, Citizenship, Living Independently, Design Technology and Food Technology)

Our Futures is a curriculum strand which encompasses Independent Living, Citizenship, Careers, Food Technology and Design Technology. The intent of Our Futures is...

- To support students to live as independently as possible
- To enable students to contribute to the world around them in their local, regional, national and global communities
- To equip them with key skills e.g., Literacy, numeracy, working with others, problem-solving and use of IT
- To enable students to develop vocational skills.

This is underpinned by essential key skills. Lessons will embed these key skills, provide opportunities for students to work and play together, to work using their own initiative, to problem solve; to review and to evaluate and to embed the practical use of literacy, numeracy and IT in order that students can 'be the best they can be' now, post 16 and their life beyond.

EYFS & Key Stage 2:

Our Futures will be topic based and will include guided play-based learning; role-play, story books and social stories, modelling by adults, exploration, and exposure to a variety of curriculum related experiences. Students will also begin to take part in food lessons, design, arts & crafts and gardening.

Key Stage 3:

Our Futures will be taught twice a week. Students will benefit from lessons in all strands with an emphasis on EHCP targets around preparing for adulthood. Emphasis will be placed on developing key skills for adulthood and lifelong learning; An understanding of British Values, what it means to be a local, national and global active citizen, develop their understanding of food and nutrition, basic food safety & hygiene, and begin to understand the implications of living as independently as possible.

Key Stage 4:

Our Futures will be delivered through ASDAN Personal Development Programme and ASDAN Short Courses and My Independence. This helps to prepare all students for the opportunities, choices, changes and transitions affecting their future education, training and life as a fulfilled adult in society. ASDAN challenges allow students to not only extend their knowledge and understanding in practical ways but also develop key skills such as literacy, numeracy, problem solving, working as a team and ICT.

Students will be prepared with the knowledge, skills & understanding to prepare them to play as full and as active part in society as possible. Students will develop essential skills for life as they travel along the Key Stage pathways, to enable them to effectively transition to post-16 and beyond. Students will gain confidence to live as independently as possible and enabling them to voice opinions and preferences about their role in their community and their wider society.

Accreditations which may be accessed in Our Futures Studies in key stage four include:

ASDAN Short Courses in Citizenship, Careers & Experiencing Work, Food Wise, Animal Care, Gardening & Sport & Fitness

ASDAN 'My Independence' - Realising Aspirations/Transforming Aspirations

ASDAN Personal Development Programme – Bronze, Silver & Gold



Progress and Assessment

Whilst the pupils are learning and having fun, the teachers are constantly assessing their progress within lessons and, three times per year, teachers use our bespoke Belmont Progress Tracker on a system called Pupil Asset.

At the start of the year pupils are set targets in English and Maths and throughout the year teachers assess against these targets ensuring they are making outstanding progress in all areas. If the expected progress is not being made pupils are placed on one of our relevant intervention programmes that will meet their academic or social and emotional needs. Pupils are also made aware of the EHCP outcomes and teachers support them to make progress to meet their targets in these areas through lessons and interventions.

We offer a wealth of interventions to our pupils and this is deemed as an invaluable strength within our school. To mention a few we have Talk for Writing, Toe by Toe, Language for Thinking, Fizzy (physical development); Active Listening (counselling); Relax Kids (managing anxiety); Yoga (physical development); Therapeutic play; Behaviour Mentoring and many more.

Through exceptional staff and pupils relationships, a relevant and accessible curriculum and robust and rigorous tracking of progress, we ensure our pupils are successful in all areas of their school life and are well prepared for their next steps.



Homework

At Belmont School we ensure the pupils are working hard in every lesson and making excellent progress wherever they can. Whilst we value the additional learning at home, we do not expect numerous hours of homework to take place after a busy day at school. Each week pupils may be allocated English and Maths homework. There is an expectation that pupils will be reading each night at home.

Relational and Restorative Practice School

Belmont School is a Relational and Restorative Practice (RRP) school. This means we put relationships at the heart of all we do. Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative Framework is based upon 'knowing the effects I have on others'. Making changes to the way we approach incidences and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.



Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RRP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others and damage relationships.