

Stone Lodge Therapeutic School

Curriculum Policy 2025-2027



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| <u>Revised Date: September 2025</u> | <u>Curriculum Policy</u> |
| <u>Next Review: September 2027</u> | <u>Revised by: Kerry Williams</u> |

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Vision

Stone Lodge has high aspiration for all our pupils and aims to meet the needs of all learners – helping them discover who they are as individuals, their potential, enjoy success and prepare for the next steps in their life.

All the pupils at the school are referred to the school with a diagnosis of ASC, SEMH and many have experienced trauma. They may also have co-morbid cognition and learning difficulties.

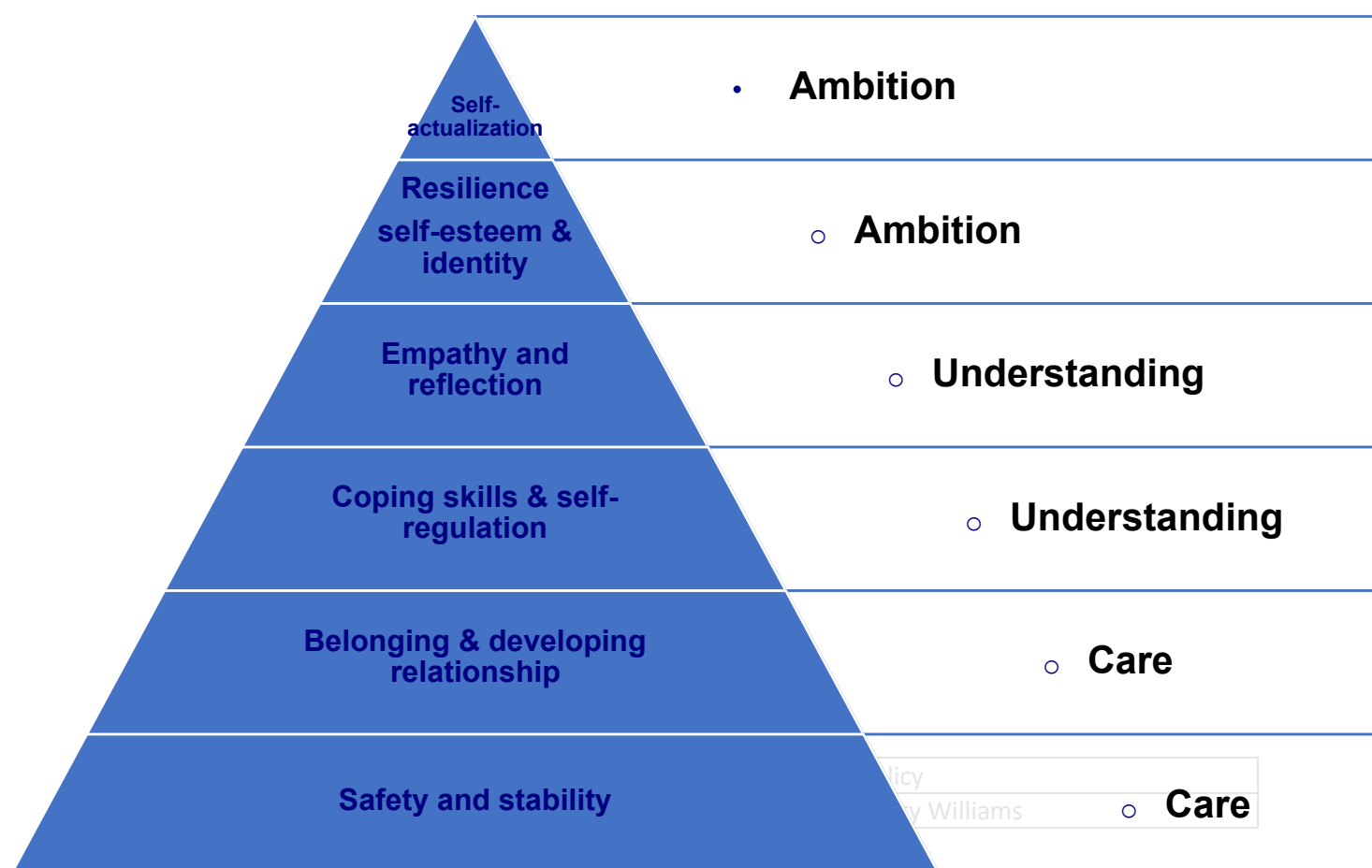
Our curriculum drivers

- **Care:** We care passionately about the children entrusted to us. We recognise that children cannot learn unless they feel safe and supported, and this is achieved through a consistent nurturing approach. The wellbeing of our pupils is the foremost priority of the school, and they are given the same standards of care and education that we endeavour to achieve for all children.
- **Understanding:** All children are unique. We believe that diversity should be celebrated, and by achieving a robust understanding of our pupils we can create an empathetic and child focused community, supporting our pupils to understand and value their individuality while we provide a flexible curriculum tailored to meeting their needs as individuals.
- **Ambition:** All children, regardless of early childhood experience, diagnosis or difficulties deserve the opportunity to thrive and achieve their aspirations. Stone Lodge Therapeutic School focuses on removing barriers for our pupils, who are defined as individuals by their potential, determination, skills and character.

The Pyramid of Need Model

This pyramid of need model underpins the journey of every pupil at Stone Lodge and has been developed using our own core values, Kim Golding's pyramid of need and Maslow's hierarchy of need.

We use our pyramid of learning need as a way of meeting and understanding the individual requirements of each pupil. By recognising and regularly monitoring their position on the pyramid, we are able to implement both therapeutic and educational interventions to empower our pupils to achieve their full potential (self-actualization).



Supporting our young people in their education

Regulate and Relate

Due to past experiences and EBSA, pupils not feel safe and are not classroom ready. Their primary need is care and building trust with the clinical and intervention team. This will be an individualised health and wellbeing curriculum.

PON: Safety and Stability (Care)
Building and developing relationships (Care)

Re-engage and Rebuild

Pupils have built some trusted relationships and are beginning to feel safer in the school environment. With support from key adults, pupils begin to re-engage with the curriculum that meets their needs. They have not yet reached their full potential but are progressing on their educational path.

PON: Coping skills and regulation (Understanding)
PON: Empathy and Reflection (Understanding)

Ready and Resilient

Pupils are ready for classroom learning with limited support. They are accessing a full curriculum that fully meets their needs.

PON: Resilience, self-esteem and stability (Ambition)
Self-actualisation (Ambition)

Therapeutic Offer

PACE

Playfulness, acceptance, curiosity, and empathy

The PACE parenting model was created by Dan Hughes, a clinical psychologist. It is a way of thinking, feeling, communicating, and behaving that helps our pupils feel safe. It helps that we promote secure attachments and enable our pupils to reflect on their feelings and behaviours without being judged. All of our staff have received and use a PACE approach, across school.

Developed as part of the Dyadic developmental psychotherapy model by Clinical Psychologist Dan Hughes, PACE, serves as the guiding philosophy to our therapeutic approach and underpins all communication and relationships with our pupils. It encompasses a way of thinking, feeling, communicating, and behaving that prioritises our pupils' sense of safety in relationships, across the school. By promoting secure attachments and creating an environment where reflection on feelings and behaviours is free from judgment, we aim to cultivate a supportive and nurturing atmosphere. All our staff have received PACE training.

Playfulness: We embrace a light-hearted, relaxed, and playful attitude, fostering a sense of connection in our relationships with pupils.

Acceptance: Central to our approach is the acceptance of our pupils for who they are. This understanding helps them recognise, over time, that it is their behaviour, not their inherent worth, that may be deemed unacceptable.

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Curiosity: Our commitment to understanding goes beyond surface behaviours. We actively seek to unravel the underlying meanings behind our pupils' actions. Engaging in wonder, we explore the experiences that shape their behaviour, making informed best guesses about their past encounters.

Empathy: At the core of our approach is empathy, a powerful tool that communicates to our pupils that their feelings are not only acknowledged but also valid. This encouragement to express and not suppress emotions is fundamental to fostering positive mental health.

Attachment and trauma informed practice



Our commitment is to adopt a comprehensive school-wide strategy to address the therapeutic needs of our students. Our core values of care, understanding, and ambition, guide us in creating an environment where each pupil can thrive, underpinned by trauma informed approaches.

We provide training for all our staff in trauma-informed Practise, which supports us to look beyond the surface of behaviours and ask, 'What is the need?' rather than 'What is wrong with you?' We rely on evidence-based therapeutic models to gain a deep understanding of our pupils, fostering an environment where they feel fundamentally safe and happy at school and ready to learn.

The Zones of Regulation is used to provide a common language for our pupils to express and understand their emotions. It encourages the development of self-regulation skills, helping individuals choose appropriate strategies to manage their emotional states based on the zone they identify with at a given time.

Developed by Leah Kuypers, the approach uses four color-coded zones to represent different emotions, each associated with specific strategies to manage and regulate emotions

Our Curriculum Model

Stone Lodge Curriculum Model 2025-2027

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| Curriculum Vision and Mission | Stone Lodge School has high aspirations for all our pupils and aims to meet the needs of all learners – helping them discover who they are as individuals, their potential, enjoy success and prepare for the next steps in their life. | | | | | | | | | | |
| Our curriculum drivers | Care | | | Understanding | | | | Ambition | | | |
| Pyramid of Need | Safety and Stability | | Belonging & developing relationship | | Coping skills & self-regulation | | Empathy and reflection | | Resilience self-esteem & identity | | Self-actualization |
| Supporting our young people in their education | Regulate and Relate Due to past experiences and EBSA, pupils not feel safe and are not classroom ready. Their primary need is care and building trust with the clinical and intervention team. This will be an individualised health and wellbeing curriculum. PON: Safety and Stability (Care) Building and developing relationships (Care) | | | Re-engage and Rebuild Pupils have built some trusted relationships and are beginning to feel safer in the school environment. With support from key adults, pupils begin to re-engage with the curriculum that meets their needs. They have not yet reached their full potential but are progressing on their educational path. PON: Coping skills and regulation (Understanding) PON: Empathy and Reflection (Understanding) | | | | Ready and Resilient Pupils are ready for classroom learning with limited support. They are accessing a full curriculum that fully meets their needs. PON: Resilience, self-esteem and stability (Ambition) Self-actualisation (Ambition) | | | |
| Therapeutic Offer | PACE | Attachment and trauma informed | SALT | Psychotherapist | | Power Stations | Zones of Regulation | | Brick by Brick | Drawing and Talking | |
| Whole School Curriculum Offers | British Values | SMSC (Spiritual, moral, social and cultural development) | Skills Builder Curriculum | Duke of Edinburgh | | Jigsaw Curriculum (PSHE and RSE) | | | Gatsby Benchmarking- Compass + | | |
| How do we measure our learning? | Academic | | | | | | | | | | |
| | Core subjects English Maths Science | | | Foundation subjects Food Art Computer Science Humanities Citizenship (KS4) | | | | Statutory Requirement PSHE- covering RSE Preparing for adulthood- Enterprise Lessons linked with Skillsbuilder (Y9-Y11) Preparing for adulthood- Independent Living/Health/Community (KS4) | | | |
| | Health and Wellbeing | | | | | | | | | | |
| | Physical Gymnastics Swimming Golf Tennis Gym Fishing Cycling | | | Skills Small Animal Care Motor Vehicle Music Horticulture Forest school Cookery Pottery | | | | Volunteering and Community Care Home Food Bank Working in a charity shop Animal welfare Community garden work | | | |
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| | Ten pin bowling Trampolining Wheelchair rugby Climbing BMX Football Badminton Rounders Cricket Roller-skating Dance Yoga | | | | Hair and Beauty Art | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|----------------------------|---|----------------------|--|-----------------|-----------------------|-------------------|---------------|---------|---------|-------|-----------|---|---|---|---|---|---|-------------------------|----------------------|------------------------|-----------------|----------------------|----------------------|--|-----------------------|---------------------------------------|--------------------------------------|--|------------------------|
| | Expedition Outdoor education On foot By bike By boat By canoe or kayak On horseback | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Quality First Teaching | ROSENSHINE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Daily Review | Present new material using small steps | Ask questions | Provide models | Guide student practice | Check for student understanding | Obtain a high success rate | Provide scaffolds for difficult tasks | Independent practice | Weekly and monthly review | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table><tr><th>Connect</th><th>Explain</th><th>Example</th><th>Attempt</th><th>Apply</th><th>Challenge</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Activate prior learning</td><td>Instigate vocabulary</td><td>High-quality modelling</td><td>Guided practice</td><td>Independent practice</td><td>Deepen understanding</td></tr><tr><td></td><td>Explain core concepts</td><td>Explicit direct instruction (My turn)</td><td>Gradually release control (Our turn)</td><td>Application of new concept (Your turn)</td><td>Sophisticated thinking</td></tr></table> | | | | | | | | | | | | | Connect | Explain | Example | Attempt | Apply | Challenge |  |  |  |  |  |  | Activate prior learning | Instigate vocabulary | High-quality modelling | Guided practice | Independent practice | Deepen understanding | | Explain core concepts | Explicit direct instruction (My turn) | Gradually release control (Our turn) | Application of new concept (Your turn) | Sophisticated thinking |
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|  |  |  |  |  |  | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Activate prior learning | Instigate vocabulary | High-quality modelling | Guided practice | Independent practice | Deepen understanding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Explain core concepts | Explicit direct instruction (My turn) | Gradually release control (Our turn) | Application of new concept (Your turn) | Sophisticated thinking | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| How do we measure impact? | Key stage curriculum outcomes | Gap analysis using PIXL in English and Maths | Fresh start Assessments | ASDAN | EHCP outcomes | Psychotherapeutic outcome measure | Communication screening | Sensory profiling | Gatsby Benchmarks | Behavior and exclusion data | Attendance data | Individual Zones Plan | Duke of Edinburgh | Accreditation | | | | | | | | | | | | | | | | | | | | | | |
| What is the impact? | Pupils to understand who they are as individuals. | | | Pupils to know their strengths and how to continually develop. | | To recognise and sustain healthy relationships in all aspects of life | | To have a positive view of themselves and build confidence to experience new environment and have high aspirations for their future employment. | | To have a wide range of life skills that enable pupils to make informed decisions which allow you to enter into adulthood confidently and successfully | | | | | | | | | | | | | | | | | | | | | | | | | | |

Whole school Curriculum Offers

British Values

Throughout the curriculum staff are actively promoting the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSHE and humanities as well as being promoted in the general ethos of the school.

With the use of SMART schools council, every child at Stone Lodge has a voice. We believe that every pupil's voice should be heard and involved in making key decisions across our school. We have consciously moved away from using a traditional school council model and have instead decided to invest in Smart School Council.

This pupil lead tool ensures that class meetings can be held simply and quickly across the school and trust pupil can create and drive change effectively. For example, pupils have been involved in discussions and decision making on our school rules, bullying and International Woman's Day.



SMSC

Spiritual Development is promoted in a variety of ways. Religious Education content of PSHE/ RE lessons actively encourages pupils to examine the nature of religion, its beliefs and practices.

All our pupils are encouraged to use their voice to express their views. With the use of Smart Schools council, all pupils are given their say on important school matters.

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Pupils are encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, Humanities and Science pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral Development is promoted across the curriculum such as our strong ethos on reflection; when pupils are ready. Pupils are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to pupil moral development is based on all pupils being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

Social Development and social education is an integral part of the philosophy and ethos of the school. All pupils are encouraged to play a full role in the social life of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Year 9 to 11 pupils have weekly careers lessons.

Many aspects of the school and its work contribute to personal and social education. We are building links with our local community; all our pupils have lots of opportunities to go on trips as well as our weekly outdoor education offer to all pupils.

Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at school functions and events.

Duke of Edinburgh

A central element of our curriculum is the way our whole-school timetable is structured to ensure that every pupil has the opportunity to achieve at least their Bronze Duke of Edinburgh Award.

Each pupil has dedicated time on their timetable for Physical, Skill, and Volunteering & Community activities.

This approach naturally promotes a child-led curriculum, where pupils' physical interests and talents are celebrated, they are encouraged to develop new skills that genuinely engage them, and they contribute to community projects that inspire and motivate them.

All pupils also have the opportunity to take part in an off-site expedition, enabling them to complete their award and further develop their independence, teamwork, and wider world skills as individuals.

We believe this approach helps our pupils to discover who they are as learners and individuals, and to understand how their personal strengths and experiences will support their health, wellbeing, and future pathways beyond Stone Lodge.

Jigsaw- (PSHE and RSE)

We deliver the Jigsaw programme of study. This has been designed as a whole-school approach, allowing consistency across all key stages. Lessons meet statutory RSE requirements, whilst placing an emphasis on mental health and resilience.

Jigsaw is organised on a half termly basis with 6 key areas in every year group:

Autumn Term 1: Being in my World
Autumn Term 2: Celebrating difference
Spring Term 1: Dreams and Goals
Spring Term 2: Healthy Me
Summer Term 1: Relationships

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Summer Term 2: Changing Me

Every lesson focuses on 2 learning intentions- one that reflects PSHE knowledge and skills and the second intention covers social skills/emotional literacy focus.

It has also been recognised from assessments that many of our pupils have significant gaps in their PSHE subject knowledge with a small minority needing some KS1 and KS2. To further support staff with the delivery of PSHE content, we have further purchased the primary Jigsaw programme.

Enterprise- Careers

At Stone Lodge, we want all our pupils to enjoy their careers programme and engage positively with the concept of future possibilities, while developing the skills they need to succeed. This development can take place academically, therapeutically, or both, depending on each pupil's needs. Our approach is flexible and responsive, adapting throughout the year as external factors influence pupils' wellbeing. We continuously and dynamically assess each pupil to ensure that our support remains effective and personalised.

Our careers lead is a trained Drawing and Talking practitioner, enabling us to provide a safe and supportive space for pupils to explore their aspirations and any emotions or anxieties surrounding their futures. Using this therapeutic technique, we can help pupils build confidence, self-awareness, and a sense of direction as they move through the Pyramid of Need.

Our learners arrive with varying levels of self-confidence, knowledge, and experience. For some, these may include previous negative experiences or significant gaps in learning. Our schemes of work and teaching methods are therefore designed to be accessible, inclusive, and engaging for all.

All pupils at Stone Lodge receive careers education through the entire curriculum – it is truly a whole-school approach. Our aim is the personal development of the whole child, with a focus on building key employability and life skills. We achieve this in line with the Skills Builder Framework and track progress against the Gatsby Benchmarks using Compass+, ensuring we maintain a stable, high-quality careers programme across the school.

In addition to academic subjects, careers learning is embedded through practical experiences, including the Duke of Edinburgh's Award, independent living sessions, and enterprise projects. Through these experiences, pupils gain insight into a range of industries, develop transferable skills, and take part in meaningful employer encounters. We also work closely with external careers advisors to ensure our provision meets the needs of every pupil and provides appropriate guidance and opportunities.

Our goals for pupils are simple yet ambitious: that they enjoy their learning, grow in confidence and competence, and are empowered to lead fulfilling lives. After Stone Lodge, some pupils progress to post-16 provision to further develop their personal and vocational skills before moving on to further education. Others may move directly into a vocational or academic route at Further Education (FE).

We support this transition as a whole school, working in close partnership with families and professionals to ensure each pupil's next steps are aligned with their Education, Health, and Care Plan (EHCP). Parents and carers are fully informed and actively involved in the careers programme beyond the EHCP process. Ultimately, our careers education is designed to empower pupils to make informed choices, pursue meaningful pathways.

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How do we organise our learning?

Academic

English

At Stone Lodge Therapeutic School, our English curriculum is designed to support our learners through a structured, nurturing and aspirational journey that reflects the core principles of our therapeutic curriculum model. The school fosters a trauma-informed, nurturing environment where emotional regulation and secure relationships are prioritised. Staff use therapeutic approaches to help students understand and manage their emotions (Regulate) and build trusting, positive connections with adults and peers (Relate). This supportive foundation enables students to feel safe enough to Re-engage with learning, often after disrupted educational experiences, and Rebuild confidence, self-esteem, and a sense of achievement.

The curriculum is highly individualised, balancing academic progress with social-emotional development. By embedding therapeutic support into daily learning and offering consistent, structured routines, Stone Lodge helps students become more resilient and better prepared to access and thrive within the curriculum.

We aim to deliver an English curriculum that empowers students to:

- Develop key literacy skills for life and learning
- Engage with a wide range of texts, ideas and voices to broaden their horizons
 - Communicate effectively and with confidence
- Regulate their emotions and behaviour through consistent, relational pedagogy
 - Transition successfully into adulthood and employment

We recognise that many of our learners have experienced disrupted education, trauma, or complex social and emotional needs. Our curriculum therefore prioritises safety, trust, routine and connection-providing stability in the classroom as a foundation for learning.

At Stone Lodge, when pupils feel safe, we assess their phonological knowledge using Ruth Miskin's *Fresh Start* reading programme. Several members of staff have been trained in *Fresh Start*, enabling them to assess, plan, and review each pupil's phonological development effectively. Targeted sessions are delivered by trained staff to address specific gaps in phonological awareness, decoding skills, and early reading confidence. These interventions are carefully timetabled to ensure minimal disruption to the wider curriculum while maximising impact. Students also complete an Accelerated Reader Star Assessment to ascertain their reading fluency and comprehension..

As pupils develop secure phonological foundations through *Fresh Start*, they are better equipped to access subject-specific vocabulary, comprehend written instructions, and engage with reading tasks in all areas of learning. This early support is vital in reducing barriers to learning and enabling pupils to become more confident, independent readers and learners.

Once the curriculum team is confident that a pupil can access written information, we shift our focus to developing reading fluency. A significant number of our pupils are not yet reading widely or regularly, which impacts their fluency. To address this, our reading canon offers structured access to a broad range of texts that reflect cultural diversity, varied experiences and British Values.

Curriculum Structure

Year 7: Bridging Units– '*Journeys*' and '*What is War?*' exploring identity, transitions, and personal experience

Years 7-9: CUSP English Curriculum with explicit vocabulary instruction, retrieval practice, and knowledge-building and writing for purpose

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Years 10-11: AQA English Language; Literature (optional) or Functional Skills pathway

English reading canon: – Year 7-11: *a rich, broad and varied range of fiction and non-fiction texts* selected to develop a love of reading and reading fluency.

Therapeutic Curriculum Model Integration

Aligned to our whole school therapeutic approach, English is structured around the Pyramid of Need, ensuring that:

- Pupils feel safe and regulated
- Strong relationships underpin all learning
- Emotional and social development is prioritised alongside academic progress

Through English, pupils develop:

- Improved literacy and oracy skills
- A deeper understanding of themselves and others
 - Confidence in self-expression
- Access to qualifications and future learning opportunities
 - Resilience, empathy, and reflective thinking

Progress is measured through:

- KS3 Baseline Assessments
- CUSP assessments and checkpoints
- Progress trackers linked to individual EHCP targets
 - GCSE and Functional Skill Mock exams
 - Reading and spelling age data
- Student voice and engagement measures

Maths

At Stone Lodge Therapeutic School, our Mathematics curriculum is designed to support our learners through a structured, nurturing and aspirational journey that reflects the core principles of our therapeutic curriculum model. The school fosters a trauma-informed, nurturing environment where emotional regulation and secure relationships are prioritised. Staff use therapeutic approaches to help students understand and manage their emotions (Regulate) and build trusting, positive connections with adults and peers (Relate). This supportive foundation enables students to feel safe enough to Re-engage with learning, often after disrupted educational experiences, and Rebuild confidence, self-esteem, and a sense of achievement.

The curriculum is highly individualised, balancing academic progress with social-emotional development. By embedding therapeutic support into daily learning and offering consistent, structured routines, Stone Lodge helps students become more resilient and better prepared to access and thrive within the curriculum.

We aim to deliver a Mathematics curriculum that empowers students to:

- Enable students to consolidate foundational mathematical knowledge and skills
 - Develop key mathematical thinking and numeracy skills for life and learning
- Support all students to build confidence learning and applying mathematical thinking skills
 - Apply mathematical thinking skills to a range of real-world contexts
- Regulate their emotions and behaviour through consistent, relational pedagogy
 - Make progress towards achieving valuable qualifications, and

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- Transition successfully into further education, adulthood, and employment

We recognise that many of our learners have experienced disrupted education, trauma, or complex social and emotional needs. Our curriculum therefore prioritises safety, trust, routine and connection—providing stability in the classroom as a foundation for learning.

At Stone Lodge, when pupils feel safe, we assess their core mathematical skills using PIXL and then deliver an adapted White Rose GCSE curriculum emphasising quality first teaching principles.

- Baseline Assessments: new students at Stone Lodge complete baseline assessments when they feel safe and ready to do so in order to inform their individualised curriculum planning.
 - Years 7-9: Mixed attainment with adapted White Rose GCSE curriculum
- Years 10-11: Foundation and Higher GCSE classes with adapted White Rose curriculum

Therapeutic Curriculum Model Integration

Aligned to our whole school therapeutic approach, Mathematics is structured around the Pyramid of Need, ensuring that:

- Pupils feel safe and regulated
- Strong relationships underpin all learning
- Emotional and social development is prioritised alongside academic progress

Through Mathematics, pupils develop:

- Skills to notice patterns and systemically explore consequences
- Confidence to apply mathematical thinking skills in daily life
- Ability to apply mathematical thinking skills in other subjects
 - Resilience when tackling unfamiliar problems
 - Analytical and problem-solving skills

Progress is measured through:

- Regular formative assessment including White Rose Block Assessments
- Tracking of individual student progress against AQA curriculum in Earwig
 - Progress trackers linked to individual EHCP targets
 - GCSE outcomes
- Student voice and engagement measures

Science

All learners at Stone Lodge have Science lessons and the expectation is that they all gain an accreditation at the end of KS4. Our learners arrive with varying Scientific knowledge and experiences and it is important to recognise that for some of our learners these may be negative and there may be significant gaps in knowledge.

A slow transition into learning the more complex scientific principles can be vital for those students who are lower down on the pyramid of need to ensure adequate trust is built.

Our schemes of work and teaching methods are designed to be accessible for all our learners through carefully scaffolded worksheets, live modelling and a 'making mistakes' culture.

Whilst gaining qualifications, our goals for our learners include enjoying their Science lessons, becoming more competent in their knowledge and skills and therefore more confident in their ability and to gain enquiry skills that they will take forward for life.

At KS3, all learners cover the AQA Science Curriculum through the use of the White Rose Science scheme of work.

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At KS4, learners either complete the Cambridge IGCSE in Combined Science, the AQA Single Award GCSE in Biology or the Entry Level Certificate in Science (either a Single or Double Award).

For students who start at Stone Lodge significantly below their Key Stage, intervention sessions are put in place where students are guided through topics from the primary curriculum via White Rose Science.

Foundation Subjects

Food

All learners at Stone Lodge Therapeutic School take part in cooking lessons, with the expectation that they will work towards and achieve BTEC Home Cooking Skills at Level 1 and, where appropriate, Level 2.

Our learners arrive with a wide range of cooking knowledge and experiences. It is important to recognise that, for some learners, previous experiences of food preparation and cooking may have been limited or negative, and there may be significant gaps in both practical skills and underpinning knowledge. Our schemes of work and teaching approaches are therefore carefully designed to be inclusive, accessible, and supportive, ensuring that all learners are able to engage meaningfully with the curriculum.

While gaining recognised qualifications is an important outcome, our broader aims are for learners to:

- enjoy their cooking lessons,
- develop increasing competence in practical skills and food knowledge,
 - grow in confidence and independence in the kitchen, and
- acquire essential life skills that they can carry forward into adulthood.

At Key Stage 3, learners build foundational knowledge and confidence in the kitchen. They develop core skills in food safety, hygiene, equipment use, and basic cooking techniques, preparing them effectively for the transition into Year 10, where they begin the BTEC Home Cooking Skills Level 1 course.

At Key Stage 4, learners work towards completing the BTEC Home Cooking Skills Level 1, with opportunities to progress to Level 2 where appropriate. Teaching continues to focus on practical application, skill consolidation, and independence, supporting learners to achieve both accredited outcomes and meaningful preparation for everyday life.

Art

At Stone Lodge, we want all our pupils to enjoy their art lessons and engage with the subject to meet their needs. This can be academically, therapeutically or both.

Our art sessions have been rigorously planned to meet the KS3 outcomes; the development of skills providing all pupils with the knowledge and skills to opt for the Art GCSE.

For those students who may not feel the GCSE pathway is for them, but enjoy and engage with Art, we also use art as therapy. Our students can make use of the art resources to explore their sensory needs and have a creative outlet.

IT

All learners at Stone Lodge have Computing lessons and the expectation is that they gain all gain accreditation at the end of KS4. Our learners arrive with varying knowledge and experiences, and it is important to recognise that for some of our learners these may be negative and there may be significant gaps in knowledge.

Our schemes of work and teaching methods are designed to be accessible for all our learners and are adaptable within any given year group. Whilst gaining qualifications, our goals for our learners include; enjoying their Computing lessons, becoming more competent in their knowledge and skills and therefore more confident in their ability and to use their IT skills confidently and competently.

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At KS3 all learners complete the National Curriculum in Computing and when students enter year 10 & 11, they will study BCS Level 2 qualification in Digital Literacy (ICDL), completing the course by the end of year 11. At KS4 learners can complete the Cambridge IGCSE in ICT or the OCR GCSE in Computer Science if they have chosen to study IT as an option.

Should students be significantly below where their key stage equivalents are, then the lessons will be tailored accordingly to that student/group of students.

Humanities

At Stone Lodge Therapeutic School, the Humanities curriculum is designed to help learners make sense of the world around them, understand their place within it, and develop the knowledge, skills, and confidence needed to engage thoughtfully with society.

Our learners arrive with a wide range of prior experiences and knowledge. Some have gaps in learning, disrupted educational journeys, or negative experiences of formal education. Humanities therefore plays a vital role in rebuilding curiosity, developing critical thinking, and supporting emotional and social understanding, alongside academic progress.

Through History, Geography and Religious Education, we aim for learners to:

- develop an understanding of past societies, belief systems, and global processes;
- explore themes such as power, conflict, identity, democracy, inequality, and change;
 - build secure chronological, geographical, and cultural knowledge;
- develop key disciplinary skills, including enquiry, interpretation, evaluation, and explanation;
- make meaningful links between historical and contemporary issues, supporting active citizenship and personal development.

At Key Stage 3, the curriculum focuses on building strong foundations through engaging, carefully sequenced units that develop knowledge, vocabulary, and confidence. Learners explore a range of historical periods, geographical concepts, and religious traditions to broaden understanding and prepare them for more formal study.

At Key Stage 4, learners are supported to work towards accredited outcomes, including GCSE History, where appropriate. The curriculum prioritises transferable skills such as extended writing, source analysis, and structured argument, alongside exam literacy and confidence.

Across all key stages, Humanities supports learners to:

- develop empathy and perspective,
- understand rights and responsibilities,
- reflect on moral and ethical issues,
- and see themselves as informed, capable members of society.

The Humanities curriculum at Stone Lodge is delivered through small-group teaching, high levels of adult support, and flexible approaches that respond to learners' emotional and educational needs.

Teaching and learning are characterised by:

- Carefully sequenced schemes of work that build knowledge cumulatively over time;
- Explicit teaching of key vocabulary and concepts, with regular opportunities for retrieval and reinforcement;
- A strong emphasis on discussion, questioning, and exploration, allowing learners to articulate ideas and develop confidence in expressing viewpoints;
- Use of visuals, scaffolds, structured writing frames, and modelling to ensure accessibility for all learners;
- Opportunities to revisit and deepen understanding, recognising that progress may be non-linear.

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At Key Stage 3:

- Lessons focus on developing curiosity, engagement, and foundational skills.
- Content is contextualised and linked to learners' experiences where appropriate.
- Assessment is formative and ongoing, used to inform next steps and adapt teaching.

At Key Stage 4:

- Teaching is aligned closely to exam specifications and assessment objectives.
- Learners are supported through regular practice of exam-style questions, source work, and extended responses.
- Knowledge and skills are revisited through structured revision, intervention, and personalised support.

Across all key stages:

- Learning is adapted to support regulation, engagement, and positive relationships.
- Humanities contributes to wider school priorities including literacy, SMSC, British values, and preparation for adulthood.
- Assessment is used to celebrate progress, build confidence, and guide future learning, rather than solely to measure attainment.

Through consistent, supportive, and purposeful implementation, the Humanities curriculum enables learners at Stone Lodge to achieve accredited outcomes where appropriate, while also developing the understanding, confidence, and life skills they need beyond school.

Citizenship (KS4)

At Stone Lodge Therapeutic School, Citizenship is taught in Years 10 and 11 to support learners in developing the knowledge, skills, and confidence needed to participate positively and responsibly in society as they move towards adulthood.

Our learners often arrive with varied experiences of education and limited engagement with civic structures.

Citizenship therefore focuses on helping learners understand their rights, responsibilities, and role within modern Britain, while developing their ability to make informed choices and engage respectfully with others.

Through the KS4 Citizenship curriculum, learners are supported to:

- develop an understanding of democracy, government, law, and justice;
- explore key themes including life in modern Britain, rights and responsibilities, equality, and active citizenship;
- build confidence in expressing views, listening to others, and engaging in discussion and debate;
 - develop critical thinking skills and the ability to consider different perspectives;
 - understand how individuals and groups can bring about change in society.

Where appropriate, learners are supported to work towards GCSE Citizenship Studies, with teaching designed to balance academic knowledge with practical, real-world application.

Citizenship at Stone Lodge is delivered through a structured yet flexible approach, recognising the emotional, social, and learning needs of our learners.

Teaching and learning are characterised by:

- Carefully sequenced schemes of work that build knowledge progressively across Years 10 and 11;
- Explicit teaching of key vocabulary and concepts, revisited regularly to support retention and understanding;
- A strong emphasis on discussion-based learning, enabling learners to explore viewpoints in a safe, respectful environment;
- Use of real-life scenarios, case studies, and current issues to make learning relevant and meaningful;

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- Adapted resources, scaffolding, and modelling to ensure accessibility for all learners.

Across Years 10 and 11:

- Learning is closely aligned to GCSE Citizenship specifications where appropriate;
 - Assessment is ongoing and formative, used to identify gaps, inform teaching, and support exam readiness;
 - Learners are supported with structured practice of extended responses and evaluative questions;
 - Teaching is responsive, allowing time for reflection, consolidation, and reteaching where needed.
- Citizenship is closely linked to PSHE, SMSC, British values, and preparation for adulthood, ensuring learners leave Stone Lodge with the understanding, confidence, and skills needed to engage positively in society beyond school.

Health and Wellbeing

At Stone Lodge Therapeutic School, the Physical, Skills and Community curriculum is closely aligned with the Duke of Edinburgh's Award (DofE) and is designed to support learners to develop confidence, resilience, independence, and a sense of achievement.

Many of our learners have had negative experiences and barriers to participation in physical activity. The DofE-linked curriculum provides a structured but flexible framework through which learners can experience success, build self-belief, and develop practical and transferable life skills.

Through participation in Physical, Skills, and Volunteering activities, learners are supported to:

- improve physical and mental wellbeing
- Find physical activities that they enjoy and can go on to succeed in or have as recreational hobby in their lives.
 - develop perseverance, self-discipline, and motivation
 - build practical, vocational, and creative skills
 - contribute positively to their community
 - take responsibility for their own progress and achievements
 - work towards nationally recognised accreditation.

The curriculum places strong emphasis on personal progress rather than comparison, ensuring that all learners can access and succeed within the DofE framework at an appropriate level.

The curriculum is delivered through a highly practical, inclusive, and personalised programme, mapped directly to the Physical, Skills, and Volunteering sections of the Duke of Edinburgh's Award.

Physical Section

Learners select from a wide range of physical activities to meet the DofE Physical requirement. Activities may include gymnastics, swimming, gym-based fitness, cycling, climbing, trampolining, dance, yoga, wheelchair rugby, football, badminton, cricket, rounders, roller-skating, and outdoor pursuits.

Sessions focus on:

- regular participation and commitment over time
- improving personal fitness, coordination, and confidence
 - setting achievable goals and reflecting on progress
- promoting enjoyment and positive attitudes towards physical activity.

Activities are adapted as needed to ensure full accessibility.

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Skills Section

Learners develop skills through practical, vocational, creative, and therapeutic pathways, including:

- Small Animal Care, Motor Vehicle Studies, Horticulture, Home Cooking Skills, and Hair and Beauty (including BTEC and unit award routes);
 - creative skills such as music, pottery, forest school, and craft-based learning.

Learners are supported to:

- practise and refine skills over time;
 - develop independence, responsibility, and problem-solving;
- evidence progress through practical outcomes, reflection, and accreditation;
 - build confidence through real achievement.

Volunteering Section

Learners engage in meaningful volunteering and community-based activities, such as:

- supporting care homes,
- working with food banks,
- volunteering in charity shops,
- animal welfare projects,
- community gardening.

These experiences enable learners to:

- understand the value of helping others;
- develop employability skills including communication, reliability, and teamwork;
 - experience a sense of purpose and belonging;
 - contribute positively to their local community.

Assessment and Support

- Progress is monitored through DoFE evidence, reflections, and activity logs, alongside staff observation and feedback.
 - Learners are supported to set goals, review progress, and celebrate achievements.
- Emotional regulation, positive relationships, and wellbeing are prioritised throughout delivery.
- Success is recognised both through DoFE certification and personal development outcomes.

Through this DoFE-aligned curriculum, learners at Stone Lodge are empowered to develop the skills, confidence, and resilience needed to succeed in education, employment, and adult life.

Expedition

The Expedition element of the Duke of Edinburgh's Award at Stone Lodge Therapeutic School is carefully planned to provide learners with a challenging, supportive, and achievable experience that promotes teamwork, resilience, independence, and problem-solving.

We recognise that for many of our learners, taking part in an expedition may feel daunting. Experiences of anxiety, low confidence, or previous negative educational experiences can act as barriers to participation. Our approach to the expedition is therefore graduated, well-supported, and adapted, ensuring that learners feel safe, prepared, and successful.

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Through the expedition section, learners are supported to:

- work collaboratively as part of a team;
- develop practical skills such as navigation, planning, and organisation;
 - manage personal equipment and responsibilities;
 - persevere through challenge and unfamiliar situations;
 - build confidence through shared achievement;
 - reflect on their learning and personal growth.

Preparation for the expedition is delivered through structured, scaffolded sessions which may include:

- route planning and map-reading skills;
- understanding equipment, kit, and personal responsibility;
 - basic outdoor safety and risk awareness;
 - teamwork, communication, and decision-making;
- managing emotions, regulation strategies, and problem-solving.

Practice expeditions are used to:

- familiarise learners with expectations and routines;
 - build confidence gradually;
- allow staff to identify and respond to individual needs;
- ensure learners are well-prepared for the qualifying expedition.

The qualifying expedition is carefully chosen to reflect learners' abilities and needs and may include:

- adapted routes and timings;
- close staff support in line with DofE guidance;
 - accessible terrain where appropriate;
 - clear structure, routines, and expectations.

Throughout the expedition:

- learners are encouraged to take ownership of decisions where appropriate;
- teamwork and mutual support are prioritised over speed or distance;
- success is measured by participation, perseverance, and collaboration, not comparison with others.

Quality First Teaching

Our approach to teaching and learning is built around Rosenshine's Principles of Instruction. These define the key elements of effective practice. They are based around research, including cognitive load theory, and are designed to give direct links from research into practice.

This method of instructional teaching is aimed to further support all our pupils to access to their lessons across the curriculum.

Rosenshine's 10 Principles of Instruction are:

1 - Begin a lesson with a short review of previous learning

2 - Present new material in small steps with student practice after each step

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3 - Ask a large number of questions and check the responses of all students

4 - Provide models

5 - Guide student practice

6 - Check for student understanding







7 - Obtain a high success rate

8 - Provide scaffolds for difficult tasks

9 - Require and monitor independent practice

10 - Engage students in weekly and monthly review

To further support staff and our pupils with this pedagogy, all lessons apart from PE, Creativity, IT, PSHE and careers have the following structure.

| Connect  | Explain  | Example  | Attempt  | Apply  | Challenge  |
|---|---|---|---|--|---|
| Activate prior learning | Instruct vocabulary Explain core concepts | High-quality modelling Explicit direct instruction (My turn) | Guided practice Gradually reduce scaffold (Our turn) | Independent practice Application of new concept (Your turn) | Deepen understanding Sophisticate thinking |

Timetable and Delivery

School Day Timings- 2026-2027

8.50am- Regulation/Tutor Time

9.05am- Period 1

09.55am- P2

10.45am - 11am- Break

11.00am – P3

11.50am- P4

12.40pm-1.00pm – Lunch

1.00pm- P5

1.50pm – P6

2.40pm – Reflection of the Day

How do we measure impact?

- Key stage curriculum outcomes
 - Gap Analysis using Pixl
 - Freshstart assessments
 - Accelerated Reader

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- Skills Builder outcomes
- EHCP outcomes
- Psychotherapeutic outcome measure
 - Communication screening
 - Sensory profiling
 - Gatsby Benchmarks
- Behaviour and exclusion data
 - Attendance data
 - Accreditation
- Individual zones plans

Please see our assessment, recording and reporting policy for further information on this.

Post 16

The school is registered for pupils up to the age of 17. This is because the school anticipates that it will take several KS4 pupils who have missed substantial amounts of education. This would allow (if it is agreed with the local authority) for pupils to repeat a year of education, should that be in their best interests. It will also allow the school to gradually transfer Year 12 pupils over the autumn term into college, providing support for the pupil's mental health needs at what can be a stressful time.

Qualifications

The qualification structure allows pupils to build confidence, recognising that many pupils have missed a large amount of school and may have a negative self-image of themselves as learners. Pupils have a clear, stepped progression starting with Entry Levels, then Functional Skills and finally GCSEs. This works at their pace however generally Entry Level English, Science and maths are completed in KS3, Functional Skills L1 in Year 9 and GCSEs in KS4. BTECs and L1 and L2 vocational qualifications are completed in KS4. These qualifications are skills based and so they allow pupils to achieve them without narrowing the curriculum. This builds confidence, allows them to change their self-perception and gives them the chance to celebrate success.

What qualifications we offer at Stone Lodge School

AQA

GCSE

English Language

English Literature

Mathematics

ASDAN

Entry Level Diploma

Life Skills

Pearson/BTEC

Functional Skills

English

Mathematics

Home Cooking Skills

Pearson/BTEC

GCSE

Art and Design

Cambridge

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IGCSE
Combined Science

OCR
ICDL
IGCSE (CIE)

College Placements and Alternative Provision

The rationale for college placements is:

- to provide extended learning opportunities and personal development
 - to encourage new relationships and friendships
- to experience new learning environments, to access appropriate learning for individual needs
 - to encourage lifelong learning.

All Year 10 & 11 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway.

Some of our pupils also attend alternative providers which provide them with valuable experiences and vocational qualifications. Please note these are robustly checked for quality, outcomes and safeguarding. Often our staff will accompany the pupils to their alternative provisions.

Work experience

We strive, where possible, to support our pupils with work experience opportunities. All work experiences are appropriately risk assessed – including safeguarding - as is the pupil's suitability for the placement.

Schemes of Work and Lesson Planning

Each subject leader is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. All teaching staff follow these schemes of work and subject leaders monitor their delivery. Schemes of work set out the content of the curriculum subject progressively. Our overall intent, is to ensure that over time, all our pupils do more, know more and remember more.

All teachers are asked to think carefully about their lesson content and how they will ensure their practice will reflect Rosenshine's Principals of Instruction and the connect, explain, example, attempt, apply and challenge structure. The school's scheme of work format supports this pedagogy and teachers use it as a tool to support their lesson planning.

All schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment.

Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage pupils by showing respect for their cultural and personal identities. The SENCO will advise staff in devising appropriate

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teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

Protected Characteristics

At Stone Lodge, we actively promote the nine protected characteristics through our curriculum, school culture, values, daily classroom practice and the promotion of British Values.

The concept of the 'protected characteristics' refers to the attributes or characteristics that are protected from discrimination and harassment under equality and human rights legislation.

In the Equality Act 2010, the protected characteristics are outlined: age, disability, sex, gender reassignment, race, religion or belief, sexual orientation, marriage and civil partnership, pregnancy and maternity.



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