

Moorbrook School Curriculum Overview

INTENT What are we trying to achieve? 	AIMS	Respect and Achieve Our entire curriculum is designed to equip our young people with the knowledge, skills, attitudes and qualifications needed to succeed in life beyond Moorbrook. We aim to nurture									
		Successful Learners with resilience and motivation Knowledge that they can achieve			Confident Individuals with respect for themselves, secure values and beliefs			Responsible Citizens with respect for others and understanding and respect for the society and cultures around them			Effective Contributors with personal resilience and positive attitudes
	ESSENTIALS UNDERPINNING THE CURRICULUM	Key Skills Improve outcomes in English and maths by developing pupils’ key skills, identifying and addressing gaps in their knowledge, building on what has been taught before.			Individuals Identify pupil individual needs and ensure all learning episodes, both formal and informal, meet those specific needs.			Community Ensuring everyone feels safe and happy to be part of a welcoming school community, which values and respects their individuality and their unique contributions			
		Relevance Ensure that our pupils see the value of what they are learning through real life experiences which make it relevant to their lives.			Reading Implement a rigorous approach to the teaching of reading which develops pupils’ confidence and enjoyment in reading.			Transition Encourage pupils to reflect on their own learning, strengths and areas to develop and identify the next steps on their individual learning journey			
IMPLEMENTATION How do we organise learning?	ASSESS – PLAN – TEACH - REVIEW										
	SUBJECTS	KEY STAGE 3			KEY STAGE 4			MIP			
		English	Maths	Science	English	Maths	Science	English	Maths	Science	
		Foundation subjects			Foundation subjects			Optional and vocational subjects			
		Emotional wellbeing Zones of regulation Thrive ELSA SEAL	Personal growth and wellbeing PHSCE SMSC Outdoor education and life skills Work skills	Topic History Geography RE	Emotional wellbeing Zones of regulation Thrive ELSA SEAL	Personal growth and wellbeing PHSCE SMSC Outdoor education and life skills Work skills	Computing	Sport & Leisure Life Skills Food Tech Health & Well-Being P.E	Motor Vehicle Media Construction Skills Personal Social Development PSHCE	Hair, Beauty & Barbering Equine Care Fishery Management	
		PE Food technology Art	Computing	Reading	Optional and vocational subjects						
					PE food technology Life skills Construction Fishery management Motor vehicle	History Geography MFL Peer mentoring Small animal care Equine care	Home maintenance Travel and tourism Social skills Music Sports studies Art				
SAFEGUARDING	The school’s PHSCE programme, through PGW lessons, is the main vehicle for delivering the safeguarding curriculum. It is additionally woven through other extra-curricular and school-based activities such as assemblies, theme days and educational visits. This ensures that our children are aware of how to keep themselves physically and emotionally safe in a range of situations and give them a good understanding of the challenges they may face growing up in modern Britain. In addition, a number of vetted outside organisations assist in the teaching of these topics. As a result all children know how to report safeguarding concerns and feel safe to do this.										
In what ways do we meet SEND specific needs?	Communication and Interaction Meet and greet Shared breakfast time Supportive and structured environment Speech and language programmes and referrals Lego Therapy Thrive lessons Keyworker system Website Head teacher awards		Cognition and learning National curriculum subjects and foundation subjects offered Adaptive teaching Phonics programmes Targeted interventions Task sheets – now/next/then visuals Scaffolded tasks Visual timetables Personalized learning journeys 1:1 support		Social emotional and mental health Thrive curriculum Celebration assemblies and head teacher awards School reward system Structured break times Educational visits Religious celebrations Careers guidance PHSCE, mental health and wellbeing curriculum Mindfulness ELSA training ACE awareness Keyworker system and newsletters home Individual behaviour plans Zones of regulation Personalised target setting			Sensory and or Physical Sensory diets Movement breaks Specialist equipment External support form sensory services Physical education fine and gross motor programmes Outdoor education and life skills Sporting activities and competitions			
IMPACT How well are pupils prepared for life?	KS3 nurture outcomes	Developing self-esteem and social skills – being able to carry out tasks in different environments.		Developing relationships between children and adults; building trust, confidence and reliability.			Developing responsibility for self and others				
		Learning appropriate behaviours in different contexts. Learning resilience skills in order to adapt to changes and challenges.		Making the right decisions and positive choices through understanding the consequences of their behaviours			Achieving consistency of approach through working in partnership with parents and pupils				
	KS4 outcomes	Positive Behaviour and Attitudes – Pupils will develop transferrable skills and make a successful contribution to the wider community by attending regularly and learning positive behaviours for life.		Health and Wellbeing – Pupils will learn how to cook and eat healthily, maintain an active lifestyle and be physically and mentally healthy			Attainment – Pupils will achieve good academic achievements when taking into account varied starting points, with appropriate accreditations and qualification				
	DESTINATIONS	Specialist colleges/provisions or 6 th forms where appropriate		Mainstream colleges – Preston’s, Burnley, Nelson and Colne, Myerscough Blackburn, Runshaw			Employment				
		Apprenticeships or Traineeships		Supported Internships			Kings Trust				