



St Giles Curriculum

Be the best you can be.

Intent

Learners at St Giles have a wide range of abilities and needs. The curriculum is designed to provide the opportunities essential for the learning and development of all learners, enabling them to make maximum progress throughout their time at the school and be the best that they can be.

The St Giles Curriculum has four pillars that support this intent;

- Access for all
- Total Communication
- Positive Behaviour Support
- Ambition to be the best you can be.

Implementation

Curriculum Pathways

The curriculum is organised into four pathways. Over time individual learners may move between curriculum pathways as their strengths and needs change and develop.

- **The Pre-formal pathway** for learners with profound and multiple learning difficulties working below the level of the national curriculum and not engaged in subject-specific study. Learners following this pathway are assessed using St Giles Pebble Levels and the Engagement Model.
- **The Semi-formal pathway** is for learners with severe learning difficulties, working below national curriculum level with some subject-specific studies. These learners are assessed through the Engagement Model and using St Giles Stepping Stone Levels and Bridging Levels up to Bridging Level 3.
- **The Formal pathway** for learners with moderate learning difficulties working at the level of the national curriculum and engaged in subject-specific study. These learners are assessed between Bridging Level 3 and Milestone 6.
- **The Early Years pathway** for learners in Lower School following the Early Years Foundation Stage Framework. This is informed by appropriate content from the pre-formal and semi-formal curriculum and focuses on the Prime areas of development:
 - Communication and Language,
 - Personal, Social and Emotional Development
 - and Physical Development.

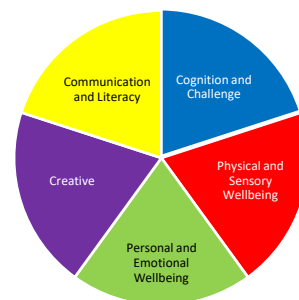
It may also include creative content and content on characteristics of effective learning.

Curriculum Areas

Each pathway is divided into five curriculum areas which we believe are essential for life and learning.

The areas are:

- Communication and Interaction
- Personal and Emotional Wellbeing
- Sensory and physical
- Cognition and Challenge
- Creative



The first four of these areas correspond with the key stage outcomes set for our learners in their Education, Health and Care Plans.

The 5 curriculum areas are further divided as follows;

- Communication and Interaction contains functional literacy, and English
- Cognition and Challenge contains functional numeracy, maths, science and the humanities.
- Personal and Emotional Wellbeing contains content on pupil voice and independence
- Creative contains art, drama and music.

The curriculum areas are the backbone of our curriculum. However, each of our learners has complex and individual learning needs that change over time.

Therefore, the proportion of each curriculum area that is reflected in each learners' daily timetable may;

- vary according to the learners' curriculum pathway e.g. the Communication & Interaction and Sensory & Physical curriculum areas will be central to all learning in the Pre-formal pathway
- vary according to learners' individual needs e.g. if learner is recovering after surgery.
- vary according to learners' age e.g. if learner is undertaking work experience.

Termly Topics

The six curriculum areas are enriched by and delivered through our termly cross curricular topics.

Topics are selected to;

- reflect the age and interests of learners,
- provide creative, motivating opportunities to cover the 6 curriculum areas,
- provide a rich range of experiences giving learners opportunities to practise and generalise their learning,
- be accessible to learners in any of the three learning pathways,
- reflect events, experiences and opportunities available to learners in the local area.

Topics are organised in cycles by the Lower, Middle and Upper Schools and change over time as the strengths and needs of pupils change and to accommodate internal and external events.

Lower School Topic Cycle

This is a three-year topic cycle.

	22/23	23/24	24/25
Autumn 1 PSED/CL focus Special events: Jeans for Genes, Harvest, Black History Month	My favourite things	Amazing me	All about me
Autumn 2 EAD/UW/cognition—Maths/Literacy Special event: Christmas show	Night and day	Let's Celebrate	I can sing a rainbow
Spring 1 and 2 Science/PD/Maths Special events: New Year's celebrations; St George's Day street party, Easter	Pets and Animals	Down at the bottom of the Garden	Whatever the Weather/ hot and cold
Summer 1 Understanding the world PD/C/PSED/community Characteristics of Effective Learning	Great British summer	People who help us	Where we live
Summer 2 (as above) Extension and play activities Special events: Den Day; sporting events	The environment e.g. recycling	Super heroes	The High Street

Middle School Topic Cycle

This is a four-year topic cycle.

	22/23	23/24	24/25	25/26
Autumn 1	I'm amazing. You're amazing. We're all amazing! Autumn	Me, Myself and I Autumn	Who Am I? Autumn	This Is Me! Autumn
Autumn 2	Is it a bird, is it a plane? (Superheroes, Forces) Christmas/Winter	Here Comes the Aliens (Light + Dark, Space) Christmas/Winter	Special people, special places Christmas / Winter	Festivals of light Christmas/Winter
Spring	Long, Long Ago: Toys	Long, long Ago: walk like a dinosaur Spring	Long, Long Ago: Nurses	Long, Long Ago: Great Fire of London/Spring
Summer 1	South America: rainforests Summer	Long, Long Ago: Transport	We're all going on a summer holiday. (Europe) Summer	Passports Please! (a country far away – Africa)

Upper School Topic Cycle

This has been a two-year topic cycle, but is currently being reviewed to become a three-year cycle.

	22/23	23/24
Autumn	Let's Celebrate	Different Places, Different People
Spring	"We are not amused" (Victorian England)	Through the decades
Summer 1	The Great Outdoors	The town where we live