



THE Lodge AP

— At Sandbach House —

Curriculum Policy

2026-2027

Policy Written/Reviewed by	Dave Evans
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Intent Statement

The Lodge is a unique and nurturing educational environment created to support children with medical needs and severe mental health challenges. Our mission is to provide a safe, supportive space where every child is valued, understood, and empowered to thrive academically and emotionally.

At The Lodge, we understand that traditional education can sometimes be inaccessible for children who face significant health or mental health challenges. That's why we offer a trauma-informed approach, prioritising the well-being of each student. Our personalised learning pathways are designed to meet the individual needs of every child, helping them to regain confidence, find their passion for learning, and move forward in their educational journey.

Nurture, Support, Educate

Our ethos is simple: Nurture, Support, and Educate. These core values drive everything we do.

Nurture: A warm, caring, and compassionate environment where each child is treated with respect and kindness.

Support: Tailored programs that are designed to help children overcome barriers to learning and access the resources they need for personal growth.

Educate: Fostering a love for learning and providing high-quality, individualised education that empowers children to succeed.

We take a holistic approach to education, putting the child at the centre of all our practices. Our staff are highly trained in trauma-informed methods, ensuring that we not only meet the academic needs of our students, but also provide the emotional and mental health support they deserve.

At The Lodge we strive for excellence and believe that through a culture of support and guidance, which is fair and restorative, pupils will develop and reach their fullest potential. It is the belief that every child should be given Unconditional Positive Regard. Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy.

Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018). It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for pupils to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes. Work is carried out with parents to understand their needs and difficulties, as well their experiences and to help and provide support for them so that any unmet needs away from the school can be achieved.

Cultural capital, British values, and SMSC

In addition to the growth of knowledge and skills, our students will benefit from increased cultural capital, British values, and SMSC development. These aspects will be consistently featured in planning documentation, including Individual Learning Plans, ensuring students have ready access to understand their areas of focus for each half term.

Throughout the curriculum, students will build cultural capital via discussions that promote diverse viewpoints. This integrated approach spans across all subjects. Additionally, students will be able to engage in trips and creative curriculum-based cultural projects, further enriching their cultural understanding.

In our curriculum, British Values are integrated throughout the educational experience by actively involving students in decision-making processes and emphasising the significance of rules and laws. We aim to promote a balance of freedom and responsibility among students. This occurs via student representatives in our Student Ambassadors. Additionally, within our PSHE (Preparing for Adulthood) curriculum, we adhere to the 2020 government guidance, which centres on three core themes: Health and Wellbeing, Relationships, and Life in the Broader Society. During these PSHE lessons, students will actively participate in discussions, engage in practical activities, and explore various scenarios aimed at deepening their appreciation for the relevance of British values in their daily lives. This approach

encourages not just responsible citizenship but also a more comprehensive understanding of their roles within a diverse society.

SMSC is interwoven into the curriculum, ensuring that our students receive a well-rounded education that includes not only academic knowledge but also the values, skills and awareness needed to become a responsible and compassionate member of society. Furthermore, SMSC values are embedded into subject-specific content and discussions across the curriculum subjects. Allowing for students to connect their learning to real-life contexts. Activities including debates, scenarios, and moments of self-reflection further enrich their educational experience.

Beyond a curriculum

Each student arrives with their own distinct hopes and aspirations. This is precisely why a diverse and well-rounded curriculum is of paramount significance. Our students have the opportunity to explore a variety of subjects that align with their individual interests. Our comprehensive and balanced curriculum guarantees that when they depart from our The Lodge, they will have not only enhanced their literacy and numeracy skills but also cultivated the abilities necessary to pursue their chosen paths.

We promote a trauma informed approach with all our students - this ensures staff are trained and view students through the trauma lens. Working with the whole family ensures students have the opportunity to thrive on a social as well as academic level.

All curriculum leads keep themselves up to date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools.

As part of our responsibility to keep abreast of the national agenda, our Curriculum Team Leads (CTL) are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. CTL take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school.

The Lodge will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice 2015.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being.

It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

Throughout the Lodge, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes.

At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The Lodge is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them

ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus.

Pupils are encouraged to aim high, and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society.

It offers a robust understanding of safeguarding through the comprehensive PSHCE, RSE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways.
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate.
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy.
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Provides opportunities for collaboration with other schools in the group to enhance learning.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Careers information enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum and PSHCE programme.

Curriculum

Key Stage Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively.

Pupils learn the following subjects:

- Mathematical – Mathematics, Science
- Scientific- Mathematics, Science
- Linguistic – English, Literacy, Speaking & Listening
- Human and Social – Religious Studies, Sociology, Citizenship, Humanities
- Aesthetic and Creative Education - Art and Design
- Life Skills- Preparing for Adulthood, PSHCE, Food Preparation & Healthy Living
- Physical – Physical Education, Balanced Healthy & Active Lifestyles
- Technological –Digital skills

Key Stage Four

- English, Mathematics, Science
- Linguistic – English, Literacy, Speaking & Listening
- Human and Social – Humanities, Religious Studies
- Aesthetic and Creative Education - Art and Design
- Life Skills- Personal Development, PSHCE, Financial Capability, Hospitality & Catering
- Physical –Physical Education, Health & Fitness, BTEC Sport
- Technological – BTec Esports

Equal Opportunities and Safeguarding:

The curriculum at The Lodge is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationship, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer.

Additionally, Our PSHCE (Preparing for Adulthood) curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020.

The principles underpinning our PSHCE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty.

Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements but does not duplicate content covered in other subjects in the curriculum (e.g. Science, Digital Skills and PE).

Pupil Progress and Assessment:

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Targets are set according to our baseline data and NGRT tests. (See Assessment Policy)

Data Collection:

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed.

At The Lodge we complete this half termly so that teachers create actions from their analysis to maximise pupil learning and outcomes; this is quality assured internally by SLT and external quality assurance is provided where applicable.

Assessment and GDPR:

Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. Pupil progress meetings, held weekly to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators.

Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCO for further investigation into their needs.

Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated as appropriate. Across the Lodge, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English.

Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments. We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English through each year.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress. (see EAL Policy)

Careers Information Provision

Careers information provision is compulsory in schools which provide secondary education. At The Lodge we meet this by: -

- Offering careers carousels and events with local, national and international businesses to inform students of career opportunities and inform them about entry requirements.
- Organising trips and visits to organisations and businesses to educate students about career opportunities.
- Running ED Talks which allow business and education leaders to come into school and deliver a presentation about pathways of opportunity designed to lead to career success.
- Visiting local universities to show students what it is like to go to university and study at that level.
- Providing lessons designed to improve cv and letter writing skills and opportunities to learn the theory and then practise interview techniques that include full and detail feedback.
- Providing opportunities to apply job application skills by applying for positions of responsibility within the school through completing a formal job interview process.
- New apprenticeship fair attendance.
- College and sixth form open events and information.

Links to other policies:

- Assessment Policy
- Safeguarding Policy
- EAL policy
- RSE Policy