



Curriculum Policy

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Contents

Contents	2
1. Rationale.....	3
2. Aims and purpose	4
3. Content/implementation	4
4. Impact/Assessment.....	5
5. Intent – English	5
6. Intent – Maths	6
7. Intent - PSHE	7
8. Intent - Science	8
9. Intent - ICT/technological	9
10. Intent - PE	9
11. Intent - Human and Social	10
12. Intent - Aesthetic & creative	11
13. Functional Skills	12

1. Rationale

We aim to teach an interesting and appropriate curriculum at Rowan Education in order to ensure that every student has an appropriate mix of academic and personal development. We understand that students need to be emotionally secure to become successful learners. We are committed to developing positive relationships, which are built on trust, high expectations and addressing the strong core values of Rowan Education. We aim to deliver English, maths and PSHE as well as humanities, ICT and science by providing a cohesive, challenging curriculum where students can see links between subjects. Alongside the core curriculum, we aim to embed the school's core values to help develop lifelong skills in our students. We seek to develop skills that allow students to access GCSE content as required and where appropriate. We aim to support our students with their understanding of their own strengths and how these can manifest into future career choices, as well as areas for development and a sense of responsibility and passion for wanting to learn, improve and make progress. We aim to help our students to fill the gaps, have high expectations and aspire to reach national targets. Our learners have the opportunity to go onto their chosen post-16 provider - whether this be apprenticeships, sixth form or college – with 5 qualifications (English, Maths, Digital Skills, Science and Occupational Studies).

Our school recognises the importance of literacy; therefore there are ample opportunities for students to read. As their reading skills improve students can identify how they can be successfully used in other lessons.

Our curriculum also reflects the school's firm belief in the need for all students to have the opportunity to develop the tools for a good life as they emerge from childhood and adolescence, and also the potential for progress and growth in spite of difficult or challenging circumstances.

All the students arriving at Rowan Education have experienced a unique educational journey. We are committed to being a positive and stabilising setting that allows students' education to seamlessly continue. Students are with us for varying amounts of time: our curriculum therefore needs to be flexible, personalised and designed to enable all students to make progress.

Our aim is to provide a curriculum that enables each child to shine: to enjoy their learning, to nurture their individual talents and raise their aspirations.

At Rowan Education we place a strong emphasis on personal, social and health education (PSHE) and on personal development throughout the

curriculum. We focus on giving young people the skills and knowledge needed to prepare them for adult life

Impact of the curriculum will be measured through well designed and meaningful formative and summative assessments that inform us of student progress to enable appropriate planning.

2. Aims and purpose

The curriculum at Rowan Education is designed to:

- Re-engage all students as learners
- Improve self-esteem – perception of students as learners
- Inspire and motivate students, fostering a curiosity to learn
- Enable all students to make progress from their individual starting points and to have success in learning underpinned by a focus on developing students' social development, emotional wellbeing and mental health
- Have a strong curriculum focus on the core subjects of English and mathematics
- Support all students to lead healthy and safe lifestyles.
- Support all students to develop the skills, behaviours and attitudes that enable them to reintegrate to become successful in the next phase of their education.

3. Content/implementation

In any one classroom at Rowan Education we will have students from different schools and academies (and from none), who have experienced a variety of curriculums before joining us. Our classes may contain mixed age classes, many of whom are not working at age related expectations. It is therefore important that our curriculum is flexible enough to enable us to meet a wide range of needs.

When available prior information is shared involving previous school and parents/carers. Each student will be assessed on entry with initial assessments in maths and English. This will enable staff to develop a personalised curriculum that fills any gaps they have in prior learning, and allows them to move at their own pace, whatever their starting point.

4. Impact/Assessment

The impact of our curriculum will be measured mainly by student achievement and attainment. Our assessment policy contains the detail of how we assess students. Impact will also be measured by using the following:

- Attendance
- Level of engagement
- Student voice
- Student progress data
- Work scrutiny
- Number of students successfully reintegrated to the next phase of their education.

5. Intent – English

English encompasses every aspect of the curriculum and the skills involved in speaking and listening, reading and writing can be taught and practiced in every subject in the curriculum. It is vital that our students recognise the links between each subject and understands how the skills they learn in English must be applied to learning in other subjects. We will endeavour to work with the students to close any gaps in knowledge and to support the students to feel more confident about their reading as they move into adult life and the world of work. Rowan Education utilises the NCFE Functional Skills English curriculum (Entry Level 1 to Level 2) which allows our young people to develop their knowledge of the subject in small, manageable and obtainable steps

English at Rowan Education covers the following Independent School Criteria; Communication skills, speaking & listening, reading, writing as well as developing, planning and communicating ideas.

Reading

At Rowan Education we believe that reading is an essential skill and we are committed to promoting and encouraging a love of reading for all our students. We aim to give our students opportunities to access and study a variety of genres and styles to enrich their learning and create carefully designed teaching activities that utilise and inspire imaginative stories and

thought-provoking texts. Being able to read allows students to develop their learning across the wider curriculum. Students who read can access and understand the world around them and become more independent.

. We teach through the study of novels, non-fiction texts, poems and plays. The books/texts are selected to interest and appeal to students of all abilities. We understand that some students may be reluctant readers therefore we aim to encourage reading and support them to become successful and independent readers. Students will develop their reading comprehension and vocabulary skills.

At Rowan Education, we understand that within the class there can be students with very different reading abilities and we know that some of the students may not be able to read age appropriate texts. To address this, our reading texts and lessons are planned to meet the needs of the students in the class and activities are adjusted to the abilities of individuals in the classroom as well as young people receiving phonics intervention sessions to develop their reading / writing ability. To support the students, teachers plan activities that give the the opportunity to work as a group or pair to help them share ideas and model and scaffold each other in their reading.

Writing

At Rowan Education we encourage students to express their ideas through their writing. We want all our students to develop a more positive approach to writing. Reading texts will be linked to inspire students in their writing tasks. Often writing tasks will be connected to the reading texts. We will encourage our students value the importance of writing for education and life. Spelling and Grammar lessons are incorporated into writing sessions to help students to communicate their ideas effectively.

6. Intent – Maths

Maths is a skill that is required for everyday life. Therefore it is important that this skill is nurtured and developed through a broad and balanced maths curriculum which strives to ensure that students enjoy and therefore become enthusiastic about using maths to solve every day problems.

Unlocking mathematical fluency is a pre-requisite to developing a positive culture that allows students to use logic to reason and solve problems

mathematically. Our aim is for the students at Rowan Education to develop confidence and competence in maths which leads to robust and secure learning.

We recognise the need to support our students by enabling them to develop basic maths skills and mathematical concepts. This knowledge will be developed where possible by using concrete/figurative models with pictorial representations to help students develop their mathematical concepts.

Rowan Education utilises the NCFE Functional Skills maths curriculum (Entry Level 1 to Level 2) to ensure that the maths learning and teaching can be undertaken in small achievable steps. If students require extra support, scaffolding is used to break the learning into smaller more manageable steps before moving on to the next topic or concept.

For students who quickly grasp a mathematical concept, further challenging tasks are provided to deepen their understanding. Maths at Rowan Education covers the following Independent School Criteria; relationships and patterns in number and space, logical thinking, making calculations and expressing themselves clearly.

7. Intent - PSHE

At Rowan Education we place a strong emphasis on personal, social and health education (PSHE) to help prepare students for adulthood. We focus on the development of good social skills, resilience and self-control.

PSHE gives students the knowledge and skills they need to keep themselves healthy and safe and to prepare them for life and work in today's society.

PSHE education helps students to achieve their potential by supporting their wellbeing whilst tackling barriers that can affect their ability to learn for example anxiety and unhealthy relationships.

RSE - Recognises the risks and issues students experience today. The focus of sex and relationships education must be to equip students and young people to make safe choices, navigate the online world with a critical eye and help them to understand where to go for support.

Rowan Education utilises PSHE Association for KS3 and KS4, learners in the nurture class are delivered a bespoke curriculum for PSHE which is designed specifically for SEND learners.

8. Intent - Science

At Rowan, we are committed to fostering a scientific understanding of the world and supporting students' natural curiosity. In today's rapidly evolving society, scientific literacy is essential for personal development, innovation, and economic growth. To nurture this, we deliver lessons that promote independence, strengthen analytical thinking, and develop critical thinking skills.

Our science curriculum encourages students to make connections with the real world while broadening their investigative skills. Lessons inspire curiosity through practical activities, including conducting experiments, testing hypotheses, making predictions, and interpreting observations and data. Students are given opportunities to draw their own conclusions and evaluate their findings, fostering a deeper engagement with scientific processes.

Scientific concepts are embedded across the wider curriculum. In mathematics, students explore time, distance, speed, density, mass, and weight, linking these concepts to physics. Sand and Lego therapy support learning about structures and problem-solving in an interactive way. Biological and health-related concepts are integrated into PSHE, PE, and English lessons, including healthy bodies, balanced diets, and nutrition. Practical activities such as cooking and baking reinforce understanding through measuring ingredients and observing chemical processes.

To formally recognise their learning, students have the opportunity to complete the Open Awards Entry Level Award/Certificate in Science. This course provides structured guidance and assessment, allowing students to gain a recognised qualification while applying scientific concepts in practical, real-world contexts.

Through this cross-curricular and qualification-led approach, Rowan ensures students develop both theoretical knowledge and practical skills, empowering them to think scientifically, solve problems, and apply their learning meaningfully.

9. Intent - ICT/technological

Technological understanding is embedded within the maths and English lessons. Rowan Education utilises the NCFE Digital Functional Skills Qualification which is mapped to national standards for essential digital literacy and is designed to meet digital knowledge gaps and provide vital skills for life. This qualification is accredited by NCFE at Entry Level 3 and Level 1.

The essential skills which are covered throughout the course include, using devices and handling information, creating and editing, communicating, transacting and being safe and responsible online. This enables learners to gain confidence and fluency in their use of digital knowledge and skills and supports the development of a positive attitude towards the use of digital skill – supporting an understanding and appreciation of the importance of digital skills in the workplace and life, providing a basis for further study, work and life.

10. Intent - PE

Rowan aims to enable all of its learners, regardless of age or ability, to participate in sport at their own level, including appropriate forms of competition. We are aiming to reengage and motivate our students and we use physical education and sport to support this aim. Our PE sessions aim to encourage confidence in their own physical ability and it helps to build self-esteem as well as promoting an understanding of the values and benefits of exercise.

Students on a daily basis use the grounds of Heslam Park to participate in competitive games including football, Tig and Rounders. By participating in these activities they are experiencing cooperation, team spirit and sportsmanship. It further aims to develop appropriate attitudes towards success and failure, the spirit of fair play and the importance of rules and regulations in competitive games.

11. Intent - Human and Social

Our students will gain an understanding that they are part of a community and society. Human and Social education will be embedded throughout the curriculum and is our umbrella term for History and Geography which are delivered as stand alone subjects.

The students have built up a relationship with the local community by visiting the Church OAP social group once a week. The students enjoy having refreshments with the older members of the church and have been involved in creating displays for the church. They visit the church weekly to light a candle for loved ones.

In English and PSHE lessons the students read and study a range of attitudes and are able to discuss these and find an acceptable consensus.

12. Intent - Aesthetic & creative

Aesthetic and creative education includes the development of creative skills, as well as nurturing an appreciation for the arts. Within English lessons, learners will gain experience in literature, developing an appreciation of the traditional arts including poetry, plays and novels.

Our students will be able to express their creative abilities within the daily timetable including maths (including the creation of various charts and graphs, and solving of simple to complex equations on the main whiteboard and making their own physical games such as board games and using computer programming (e.g. Scratch) to enhance their technological understanding. These activities will help build and develop their skills of resilience.

At Rowan, we offer opportunities to be creative by becoming involved in projects such as art, colour mixing and cooking/baking. This also involves discussions and debates about healthy living including diets and exercise. Tailored 1:1 programmes/support and sessions can be given when appropriate and necessary.

13. Functional Skills

The programme at Rowan Education offers a range of academic and vocational qualifications, designed to recognise the lack of academic engagement and progress inevitably apparent in our older students (most of whom will have been out of education for considerable lengths of time when they come to us) and allow them to gain and enhance literacy and numeracy skills, and some qualifications, so as to address and minimise barriers to their progress to further education or apprenticeship. The curriculum offer at Rowan Education consists of other aspects of the National Curriculum (e.g. History, Geography, Art, ICT & Science) in project-based work.

Functional Skills and the **NCFE** suites of Functional Skills Qualifications are part of the [Ofqual's Register of Regulated Qualifications](#) and are recognised within the [DfE's List of Qualifications approved for funding](#) (14 to 16 offer, previously known as *Section 96*). Therefore, for those students unable to access the GCSE pathway, Rowan Education has chosen to offer NCFE Functional Skills qualifications, as they provide accreditation in subject areas and at levels that are appropriate, accessible and achievable for our students. The Functional Skills contribute to the content of the English and maths GCSE's and achievement of them allows students to progress onto courses of study at FE colleges.