



## Duke of Lancaster Curriculum Overview



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## **Our Vision:**

Duke of Lancaster Academy creates a nurturing and inspiring learning environment.

We support our students to develop effective:

- Interaction skills
- Social skills
- Emotional regulation skills
- Academic skills

to prepare them for adulthood.

Our high-quality, holistic education is centred on students' needs and outcomes, building their confidence and inspiring them to achieve success.

## **Context:**

Duke of Lancaster Academy is a special school for students with Communication and Interaction (C&I) needs. Alongside their main C&I needs, students may also have co-occurring Cognition and Learning (C&L) needs and Social, Emotional and Mental Health needs (SEMH).

We acknowledge that our students learn in different ways and recognise the need to provide a curriculum and teaching which enables students to be supported and challenged. Within our curriculum, there is a focus on personal development skills alongside the development of functional skills in core areas of the curriculum and access to a broad and balanced range of subjects and practical learning opportunities. We aim to provide a holistic education to prepare students for their future lives and ensure that students are exposed to real-life, curriculum enhancing experiences including trips, visitors, outdoor learning, etc. throughout their time in school.



## **Curriculum Rationale:**

This document outlines the essential features of our Curriculum at Duke of Lancaster. Our Curriculum is divided into 3 key areas which have been identified based on students' needs and outcomes, building their confidence and inspiring them to achieve success. It is also linked to our school values (above) and motto – Learn, Grow, Soar.

<b>KS1 &amp; 2</b>		
Core Subjects	Understanding Our World	Personal Development
<b>KS 3 &amp; 4</b>		
Core Subjects	Social Studies	Personal Development

By the time students leave Duke of Lancaster, at the end of Key Stage 4, they will have achieved at least 5 qualifications. These may include some of the following: -

- Entry Level Qualifications,
- Functional Skills Awards,
- GCSEs,
- BTEC Awards,
- Trinity Arts Awards,
- Duke of Edinburgh Award
- King's Trust Awards

Students will be supported to successfully achieve qualifications at an appropriate level for their needs and ambitions for their future life. Our curriculum offer will vary each year based on the needs and interests of pupils. We offer this range of qualifications to support students with accessing the next stage of their education, whether that be attending a Post-16 SEND Provision taking a mainstream route to college or sixth form.



## **Core Curriculum**

Our core curriculum in at Duke of Lancaster school is specifically designed to ensure that all students receive a comprehensive and balanced education which prioritises the core subjects of English (including Phonics and Reading), Mathematics, Science, and Computing. These subject areas are prioritised as we recognise the crucial roles knowledge and skills in these areas provide in preparing students for their futures in further education and employment. Throughout their time in school, students will access consistent approaches to the learning within these subjects; for instance, White Rose Mathematics and Talk for Writing approaches are used throughout the school.

Teaching and learning within this area of our curriculum will include lessons and activities from the following list: -

- [English, Including Reading and Phonics](#) (Appendix 1)
- [Mathematics](#) (Appendix 2)
- [Science](#) (Appendix 3)
- [Computing](#) (Appendix 4)



## **Understanding Our World/Social Studies Curriculum**

The Understanding Our World/Social Studies curriculum at Duke of Lancaster is designed to provide students with a comprehensive and enriching educational experience. This curriculum includes Humanities (Religious Education, History, and Geography) and The Arts (Art, Design, Music, and Drama) throughout the school. In Key Stage 4, the curriculum is further enhanced with options in Film Studies and Hospitality and Catering, alongside the option of Entry Level History. This diverse range of subjects ensures that students receive a broad and balanced education, enabling them to understand the world they live in and prepare for their future lives in society.

Teaching and learning within this area of our curriculum will include lessons and activities from the following list: -

- [Humanities](#), Including Religious Education, History, and Geography (Appendix 5)
- [The Arts](#), Including Art, Design, Music and Drama (Appendix 6)
- Specialised Key Stage 4 Options:
  - [GCSE Film Studies](#): This subject introduces students to the analysis of film as an art form, enhancing their critical thinking and media literacy skills (Appendix 7)
  - [Entry Level History](#): This option is a foundational qualification designed to introduce students to the study of history.



## **Personal Development Curriculum**

The Personal Development Curriculum at Duke of Lancaster Special School is an essential component of our educational offer, designed to ensure that students are provided with opportunities to develop the skills necessary for their adult lives. This curriculum encompasses a range of areas, including our specially designed Communication and Interaction Curriculum; Personal, Social, Health Education (PSHE); Physical Education (PE); life skills learning and experiences; and careers sessions and experiences throughout the school. This curriculum promotes personal growth, social development, and emotional well-being, enabling students to thrive in all aspects of their lives. In Secondary, we offer specialised programs such as the King's Trust and Duke of Edinburgh Awards, supporting students in working towards various awards and accreditations.

Teaching and learning within this area of our curriculum will include lessons and activities from the following list: -

- [Communication and Interaction Curriculum](#) (Appendix 8)
- [Personal, Social, Health Education \(PSHE\) including Relationships, Sex, Education \(RSE\)](#) (Appendix 9)
- [Physical Education](#) (Appendix 10)
- [Food Technology](#) (Appendix 11)
- [Preparing for Adulthood](#) (Appendix 12)
- [Forest School](#) (Appendix 15)
- Specialised Secondary offer and options:
  - [King's Trust](#) (from Year 7) (Appendix 13)
  - [Duke of Edinburgh Award](#) (KS4 option) (Appendix 14)
  - [Food Technology](#) (KS4 option) (Appendix 11)



## **Appendix 1 – English, including Reading and Phonics**



At the Duke of Lancaster, our English curriculum is designed to help every student learn, grow, and succeed. We believe that Reading is the foundation for all learning, and through our ambitious, carefully structured curriculum, we aim to develop students' fluency in both written and spoken language by exposing them to quality and varied texts. Tailored to our students' specific communication and interaction challenges, our curriculum focuses on developing the essential skills of reading, writing, and spoken language.

We use a spiral curriculum, with key skills and concepts revisited and built upon each year. This approach ensures that students' learning is continually reinforced and deepened, enabling us to scaffold learning for our lower-attaining pupils while providing 'stretch and challenge' for more capable students. All our learners work toward Functional Skills qualifications, and many choose to access GCSEs too. We maintain high expectations for all our students, supporting them to achieve their full potential through individualised and creative teaching strategies. We use a specialised SEND 'Talk for Writing' methodology that encourages students to verbally rehearse and internalise language before committing it to paper. This approach helps students build both their vocabulary and confidence in their communication skills. This approach provides a solid foundation for both academic progress and social development.

In the Primary phase, we lay strong foundations through the 'Little Wandle' synthetic phonics approach, which equips students with the essential skills for reading and phonics. This early focus on literacy ensures that all children are prepared to access more complex texts as they progress through school. Our phonics teaching aims to provide all students with the essential tools they need to become confident, fluent readers and spellers. Using the Little Wandle phonics program, we are committed to delivering a systematic and progressive approach to phonics that supports learners in acquiring the skills to decode and encode words effectively. Throughout Primary, students engage with a diverse and exciting range of literature, broadening their understanding of the world and developing empathy, critical thinking, and emotional intelligence.





In the Secondary phase, we recognise that many students face challenges when tackling more advanced texts, such as those with complex narrators, non-linear timelines, or older, more difficult language. In order to meet the needs of our students we have spent a lot of time and resources to select accessible books which offer some of these themes without being overwhelming or disengaging. Our guided reading time also ensures that our learners are able to navigate these barriers in a supportive and structured way. Learners are encouraged to explore and discuss layered meanings, analyse language, and structure with confidence. This approach fosters independent, accountable readers who can engage critically with a wide variety of texts.

A key strength of our curriculum is its whole-school consistency. Across all phases, we use a consistent approach to embed a love for reading and writing, ensuring that students receive continuous, coherent support throughout their educational journey. This consistency is beneficial for students with autism, providing a stable learning environment that supports both their academic progress and their social and emotional development. All staff are trained in our English approach and can support this key learning across other subjects. This ensures that our students access high quality, diverse texts and are able to improve their reading skills, fluency, comprehension and writing skills. By linking English outcomes to other topics, students gain meaningful, real-world contexts for their writing. This cross-curricular approach enriches vocabulary, deepens subject knowledge, and provides our students with opportunities to refine and deepen their language skills,

We are ambitious for all of our students. Our teachers make creative use of resources to help learners overcome their individual barriers to learning and engage with the curriculum in meaningful ways. The English curriculum incorporates creative activities such as filmmaking, debates, storytelling, and visits from external speakers, which provide students with engaging opportunities to develop their communication and interaction skills. These activities not only enrich the curriculum but also support the development of key life skills that will benefit students in their adult lives.

At its core, our English curriculum is designed to prepare students to become well-rounded individuals who can thrive beyond school. Whether it's in the world of work or in their personal lives, effective written and spoken communication is essential, and we are passionate about ensuring that every student at the Duke of Lancaster School is equipped with these crucial skills.







## **Appendix 2 – Maths**

At Duke of Lancaster, our Mathematics curriculum is designed to provide an adaptive and practical approach where every student can develop a robust understanding of math principles. We are committed to delivering an accessible and adaptive Mathematics curriculum.

Our curriculum aims to:

1. **Develop Life Skills:** Emphasize the importance of practical life skills, preparing students for adulthood and the world beyond school.
2. **Promote Independence:** Equip students with the skills and confidence to become independent and self-reliant individuals.
3. **Achieving potential:** Provide a broad and balanced curriculum that challenges and supports students to achieve their potential.
4. **Encourage resilience:** We provide an adaptive approach to problem solving and perseverance.

Our curriculum is grounded in White Rose Math resources, which are thoughtfully adapted by our teachers to meet the unique needs of each class. We employ a spiral curriculum approach, where key concepts are revisited and built upon over time, reinforcing learning and promoting mastery.

To support our students' diverse needs, we emphasise:

1. **Specialist Teaching:** Our dedicated and highly trained staff provide expert instruction tailored to the individual learning styles and needs of our students. This ensures that each student receives the appropriate level of challenge and support to achieve their full potential.
2. **Targeted Interventions:** We implement targeted interventions to address specific learning gaps and provide additional support where needed. These interventions are



designed to be flexible and responsive, allowing us to adapt to the evolving needs of our students.

3. **Practical Applied Learning:** We prioritise practical, direct learning experiences that allow students to apply their mathematical knowledge in meaningful ways. This approach helps to make learning relevant and engaging and prepares students for real-life situations.
4. **Spiral Curriculum:** Our spiral curriculum ensures that students revisit key concepts regularly, each time at a deeper level of understanding. This method reinforces learning, aids retention, and builds a solid foundation for future learning.

Our goal is to create a supportive and inclusive learning environment where every student can thrive. We are committed to providing a curriculum that is both challenging and accessible, empowering our students to achieve their personal best and succeed in their future ambitions.



## **Appendix 3 – Science**

At Duke of Lancaster Academy, our science curriculum is designed to be inclusive, engaging, and aspirational for all learners. From Key Stage 1 through to Key Stage 4, we follow the White Rose Science scheme of learning. This consistent and structured approach ensures that all students benefit from a coherent and progressive curriculum that builds knowledge and skills over time.



### **Key Stage 1–2 (Years 1–6)**

Our youngest scientists begin their journey by following the National Curriculum for Science, delivered through White Rose Science. This scheme provides a structured, consistent, and engaging framework that supports the diverse needs of our students. It is hands-on and inquiry-based, fostering curiosity and a love for learning about the world around them. White Rose Science is designed to be accessible and inclusive, ensuring that all students, regardless of ability, can engage with and enjoy science.

### **Key Stage 3 (Years 7–8)**

At Key Stage 3, students continue with White Rose Science, which supports a spiral curriculum model. This approach builds on the foundations laid in earlier years and prepares students for GCSE science and beyond. Students explore the 10 Big Ideas of Science, developing both substantive knowledge (laws, theories, and models) and disciplinary knowledge through Working Scientifically skills. Lessons are enriched with formative and summative assessments, as well as extra-curricular opportunities such as STEM clubs and competitions, encouraging students to explore science beyond the classroom.

### **Key Stage 4 (Years 9–11)**

In Years 9–11, students continue to follow the White Rose Science curriculum, revisiting and deepening their scientific understanding through a spiral approach. Students work



towards either an Entry Level Science or Entry Level Further Science qualification, with the option to pursue a GCSE in Science. This dual pathway ensures that all students, regardless of their starting point, can achieve a recognised qualification in science. The curriculum is inclusive and supportive, tailored to meet the varied needs and aspirations of our learners.

### **Benefits for Our Students**

The use of White Rose Science across all Key Stages ensures a consistent and cumulative learning experience. The spiral curriculum reinforces key concepts over time, which is especially beneficial for students who may need additional time to grasp complex ideas. The curriculum is highly visual, interactive, and practical, helping to engage students and support their understanding through real-world contexts and hands-on learning.

### **Meeting British Values and Gatsby Benchmarks**

Our science curriculum promotes British values, including respect, tolerance, and understanding of different cultures and perspectives. It also aligns with the Gatsby Benchmarks for good career guidance, helping students understand the relevance of science in the world of work and inspiring them to consider careers in STEM fields.

### **Fostering Curiosity**

Above all, our science curriculum is designed to foster curiosity about the world. By providing a supportive and stimulating learning environment, we aim to inspire students to ask questions, explore new ideas, and develop a lifelong love of learning.

### **Why Study Science?**

Science is essential in our rapidly changing world. Through studying science, students can contribute to solving global challenges such as developing sustainable energy, improving healthcare, and protecting the environment. They will investigate life processes, materials, and the science of matter and motion, gaining a comprehensive understanding of the world around them.





## **Appendix 4 – Computing**

At Duke of Lancaster School, our Computing curriculum is designed to be inclusive, engaging, and empowering for all learners, with particular attention to those with social, emotional, mental health (SEMH), communication, and interaction needs. We believe that in an increasingly digitised world, every student deserves access to high-quality computing education that not only equips them with essential skills but also fosters curiosity, creativity, and confidence. In Primary, students access a subject specific lesson for an hour per week. In Secondary, students access a subject specific lesson for 90 minutes per week. Our modules comprehensively cover the 3 strands of computing: digital literacy, computer science and information technology. Overtime, students have numerous opportunities to revisit and develop concepts. Within Key Stage 4, all students have the opportunity for accredited outcomes i.e. Functional Skills or GCSE.

Our curriculum is built on a structured, research-informed progression of knowledge and skills across key stages, with flexible delivery tailored to the unique needs of our pupils. We aim to nurture a love for computing by encouraging students to think critically, creatively, and innovatively as they solve problems and explore digital technologies.

In a world where distinguishing reality from the digital realm is becoming more complex, our curriculum places a strong emphasis on digital safety and wellbeing, ensuring students are equipped with the tools to protect themselves and make informed decisions online.

### **Our Intentions Are To:**

- Foster digital literacy and computational thinking in a way that is accessible and meaningful to all learners, enabling safe and confident participation in the digital world.
- Promote emotional regulation and resilience through structured, predictable lessons that celebrate progress and build self-esteem. Tasks are broken into manageable steps with visual supports to reduce anxiety and support engagement.
- Support communication and interaction by embedding opportunities for collaboration, discussion, and reflection. Computing becomes a tool to enhance expressive and receptive language through multimedia, coding, and digital storytelling.





- Encourage independence and problem-solving through scaffolded challenges that promote exploration, experimentation, and learning from mistakes in a safe environment.
- Prioritise online safety and digital wellbeing, helping pupils navigate the online world with awareness, responsibility, and personalised self-protection strategies.
- Enable achievement and progression, ensuring students gain the skills and knowledge to pursue qualifications in computing, opening pathways to further education and careers.

Computational thinking is a vital skill that transcends subjects. Our curriculum encourages logical reasoning, pattern recognition, abstraction, decomposition, and algorithmic thinking. It invites students to explore, experiment, create, tinker, debug, and most importantly, to persevere and collaborate.



## **Appendix 5 - Humanities**



At Duke of Lancaster, we deliver Humanities subjects in condensed modules, using the Kapow curriculum in Primary and offering opportunities for a History accreditation in Key Stage 4 for pupils whose strengths and interests lie in this field. RE is taught explicitly every week throughout the school.

### History

The aim of our History programme of study is to provide a high-quality history education that will enable students to gain a clear understanding of our past. We want our students to enjoy searching into the past and learning about events in our history that will inspire them and create a high level of curiosity to 'know' more allowing them to be in the best position to be able to make sense of the new vocabulary they will learn.

As we work through our history course, students will have the opportunity to be successful creating a natural progression of skills and knowledge, students will work from relatively current issues back in time to develop various skills, such as the use of change and continuity thinking to help students develop a sense of past and start to build a chronological framework. As students develop and deepen their individual knowledge around the world, they will begin to understand how specific events throughout our history have created modern-day society, helping them to understand their world both presently and historically. We believe every child has the potential to be successful in their learning throughout the different levels our history programme offers and as each student moves forward, they will progress their skills and knowledge further so that they are able to make connections between local, regional, national, and international history as well as between cultural, military, political and religious and social history.

Students at the Duke of Lancaster will access history through a variety of learning opportunities inside and outside the classroom. Visits range from the Time and



Tide/Tolhouse Museum, Colchester Castle, Norwich Castle, Stranger's Hall, Sutton Hoo, the House on the Hill Museum and Muckleburg Military Collection. Inside the classroom, students will demonstrate learning via written and artist work to show off their individual knowledge.

### Entry Level History:

The ELC History is made up of 100% internally assessed tests and a variety of tasks which will then be marked externally via the OCR using four clear assessment objectives. Students are expected to complete three areas of study and produce four pieces of work consisting of approximately 400 words in a range of work. This involves power points, essays, presentations, or posters. In the topic Biography: the student will need to complete two pieces of work: A 150-word biography of the person studied. This person can be the choice of the student but must have historical significance and a 250-word explanation regarding the importance of the person over time. The assessment objectives will enable the student to demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Opportunities to explain and analyze historical events and periods studied using key historical concepts such as causation, consequence, significance, change and continuity. A requirement to analyse, evaluate and use sources to make judgements as well as thinking about interpretations and why these may differ in the context of historical events studied.

During their study at KS4, students will focus on topics such as 'Peoples Health' from Medieval Britain to modern day and The Normans. Studying History at KS4 will provide students with numerous career opportunities because of the skills developed, specifically the skills employers look for. These skills include communication, organization, research, problem solving and analytical skills.

### Geography

Our aim is to encourage students to enjoy learning through their geography course and be curious about 'Our World'. We provide a range of different provisions within the curriculum that allows every child to succeed with curiosity and an eagerness to want to know more. The aim of the geography programme is to develop the whole individual so that they can reach their full potential. We want pupils to gain locational knowledge of their area as well as the UK and start to develop an appreciation that places differ in terms of their physical



and human characteristics. Moreover, we want to begin to develop the use of simple geographical vocabulary, skills, and concepts.

Our Geography curriculum seeks to develop students' understanding of the world around them at both the local and wider scales. We want pupils to gain locational knowledge of their area as well as the UK and start to develop an appreciation that places differ in terms of their physical and human characteristics. Moreover, we want to begin to develop the use of simple geographical vocabulary, skills, and concepts. Within the Geography curriculum, students will be equipped with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress their growing knowledge about the world, they will deepen their understanding between physical and human processes, and of the formation and use of landscapes and environments of 'Our World'. Geographical knowledge, understanding and skills will encourage students to explain how the Earth's features at different scales are shaped, connected and changed over time.

Throughout our students' learning they will access geography through a variety of learning opportunities inside and outside the classroom. Visits range from local coastal and cave investigations to potential trips abroad. Inside the classroom, students will demonstrate learning via written and artist work to show off their individual knowledge.

## RE

The aim of our Religious Education programme of study is to enable students to gain a clear understanding of our society that will inspire and create a clear a high level of curiosity to 'know' more about our diverse society. Beginning in KS1 we want our students to enjoy their learning journey, and it is for this reason that storytelling will be vital to ensure our students under the basic concepts of individual religions. At KS2 students will be given the opportunity to secure their knowledge before moving through to KS3.

We will introduce students to the foundations around the different religions that make up society and provide a range of different provisions within the curriculum that allows every child to succeed. The UK has a rich heritage of culture and diversity therefore it is our intention to ensure all our students deepen their knowledge about different religious



groups across England and Wales. Our aim is to promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and prepare students at the school for the opportunities, responsibilities, and experiences of later life. As students move forward, they will take a deeper look into the diverse nature around the different religions and begin to formulate their own ideas and conclusions in a non-judgmental attitude. This will enable students to use various religious and non-religious concepts to examine real life issues across the world during KS4. Each element of the course is tailored through the agreed academic programmes to ensure all students reach their full potential they will have the opportunity to access a variety of different types and levels of reading material which will enable students to develop the skills needed required to access relevant sources of evidence and develop their own ideas and viewpoints in a non-judgmental way.

We will work closely with all humanities subjects to ensure a cross-curricular dimension such as identity and cultural diversity. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues with raise religious, moral, and social questions. It will be these questions that are studied in more detail as students successfully progress. Various visits will be made to local Churches, Mosques and Buddhist temples to encourage an awareness of all religions.



## **Appendix 6 – The Arts**



At Duke of Lancaster, we study our Arts Curriculum through the implementation of the Trinity Arts Awards. These awards can be achieved at five levels: four qualifications and an introductory award. The Arts Award inspires young people to grow their arts and leadership talents: it's creative, valuable, and accessible for our students. Within our Arts Curriculum, students have the opportunity to explore and master different areas of The Arts, including art, design, music, and drama. Through the completion of the five levels, our students: -

- Enjoy creating and participating in arts activities.
- Experience arts events and explore the work of artists.
- Gain 21st century skills for success in education and employment.
- Develop leadership skills through practical involvement.
- Investigate arts careers.

In Primary, students will work towards Explore and/or Discover Arts Awards. Before progressing their learning to the Level 1/Bronze Arts Awards in Year 7 and Level 2/Silver course in Years 8 and 9. This qualification is working at the same standard as GCSE grades A\*– C/9–4. In Years 10 and 11, students have the opportunity to achieve up to a Level 3/Gold Award. This qualification is working at the same standard as an A Level. The Trinity Arts Awards include educational visits/curriculum enhancement opportunities.

At The Duke of Lancaster learners will be studying qualifications, partnered with activities to suit the individual learner's needs (taking into consideration their social, emotional, and physical development). This ensures learners get the education, support and guidance they need (including individualised careers advice, work experience, participation in art shows at the school and in the local community).



## **Appendix 7 – GCSE Film Studies**

At the Duke of Lancaster, our Film Studies program is designed to ignite creativity, critical thinking, and a deep appreciation for the art of cinema. We believe that film is a powerful medium that not only entertains but also educates, challenges perspectives, and fosters empathy.

Our curriculum is crafted to provide students with a comprehensive understanding of film history, theory, and production. Through the study of diverse genres, cultures, and filmmaking techniques, students will develop the ability to analyse and critique films with a discerning eye. They will explore the works of influential filmmakers, understand the socio-political contexts of different eras, and gain insights into the technical aspects of film production.

In our hands-on approach, students will have the opportunity to create their own films, from scriptwriting to directing and editing. This practical experience will not only enhance their technical skills but also encourage collaboration, problem-solving, and innovative thinking.





## **Appendix 8 – Communication and Interaction**

Communication is part of our everyday activities and links across all our human lives, in such a way that we can often overlook its pervasiveness, importance and complexity. It is often seen that we learn to communicate throughout everyday lives with very little direct intervention beyond the Early Years and Foundation Stage.

At the Duke of Lancaster School pupils are placed to address Communication and Interaction needs, and require a specialised curriculum approach in order to increase the adaptability, flexibility and sophistication of communication. The approach is based upon an understanding of children's difficulties commonly found amongst those with autistic spectrum disorders.

Language primarily serves as a communication function as it enables us to share knowledge, thoughts, and feelings with one another. As they grow older, children are expected to plan and organise language in more creative tasks such as essay writing, developing projects, interpreting literature and artwork. Evidence shows that a specialist language-based approach can provide a 'window' into learning for children experiencing difficulties. The communication curriculum considers pace, level of learning, and language specific focus.

The stages have been based upon the work of both Speech and Language Therapists and Developmental Educational Theory to provide the opportunity to assess Expressive and Receptive Language as well as play through to drama within the context of communication skills. The curriculum is an all-through approach that builds upon the early stages of communication through to the communication skills required to enter Further Education. The skills can be taught within discrete teaching sessions and then generalized across the teaching day and beyond. Many activities practiced outside of the classroom enhance progress. There is no timeframe within each stage that needs to be completed, recognising that the age appropriateness of activities are part of the planning process for those working with the young person.





## **Appendix 9 – Personal, Social, Health Education (PSHE)** **including Relationships, Sex, Education (RSE)**



At Duke of Lancaster, PSHE sessions are delivered through a program called Jigsaw. Not only does Jigsaw meet all statutory RSHE (Relationships, Sex and Health Education) requirements, but it also uses mindfulness philosophy and practice to empower young people to understand their minds, to self-regulate, and to build positive relationships with themselves and those around them. It is designed as a whole-school approach and provides consistency and progression that gives teachers confidence to deliver high-quality, age-appropriate PSHE lessons, equipping our young people to cope well in the modern world, be healthy, happy, discerning, and learn well. Leaders adapt to meet specific needs of our students; for example, agility around their geographical context and/or an increased emphasis on online safety.

With an ever-changing society, we can provide our young people with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community. We want our pupils to view themselves as global citizens and aspire them to leave Duke of Lancaster as considerate, respectful and resilient individuals. It is important that they are aware, at an appropriate level, of different factors which may affect their world and that they learn how best to deal with these so that they have good mental health and well-being.

As part of this comprehensive approach, pupils can also gain a qualification in Relationships & Sexual Education (RSE), further supporting their understanding and readiness for life challenges.

Jigsaw PSHE makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, British Values, the Equality Duty, Safeguarding, and to Ofsted outcomes. It mirrors the Duke of Lancaster approach in that it keeps young people at its very heart.



## **Appendix 10 – Physical Education**

At Duke of Lancaster, our Physical Education (PE) curriculum for SEND pupils is designed to foster an inclusive, supportive, and empowering environment. Our intent is to provide all students with the opportunity to develop their physical abilities, teamwork skills, resilience, and communication, while embodying the Duke of Lancaster core values of respect, kindness, ambition, positivity, and honesty.

### **Key Objectives:**

1. **Teamwork:** Encourage collaboration and cooperation among students through team-based activities and sports. Emphasise the importance of working together, supporting one another, and celebrating collective achievements.
2. **Resilience:** Develop students' ability to persevere through challenges and setbacks. Promote a growth mindset where effort and determination are valued, and mistakes are seen as opportunities for learning and improvement.
3. **Communication:** Enhance students' verbal and non-verbal communication skills. Provide opportunities for students to express themselves, listen actively, and engage in meaningful interactions with peers and instructors.
4. **Respect:** Foster an environment where every student feels valued and respected. Teach students to appreciate differences, show consideration for others, and uphold the dignity of all participants.
5. **Kindness:** Cultivate a culture of empathy and compassion. Encourage students to support and encourage one another, creating a positive and inclusive atmosphere.
6. **Ambition:** Inspire students to set personal goals and strive for excellence. Provide opportunities for students to challenge themselves and pursue their individual aspirations within a supportive framework.
7. **Positivity:** Promote a positive attitude towards physical activity and personal development. Encourage students to approach challenges with optimism and enthusiasm, celebrating their progress and achievements.
8. **Honesty:** Instill the value of honesty in all interactions and activities. Encourage students to be truthful, take responsibility for their actions, and demonstrate integrity in both success and failure.



Through our PE curriculum, we aim to equip our students with the skills, confidence, and values needed to lead active, healthy, and fulfilling lives. We are committed to creating an inclusive environment where every student can thrive and reach their full potential

### **Primary PE**

To ensure that our students receive the highest quality instruction, we partner with an external company that specialises in delivering PE sessions. Every week, our students will participate in a one-hour PE session led by expert coaches from our partnering external company. Throughout the academic year, students will have the opportunity to explore a wide range of sports, including but not limited to:

- Football
- Basketball
- Tennis
- Athletics
- Gymnastics
- Dance
- Cricket
- Rugby

### **BTEC Level 1 Introductory in Sport**

The BTEC Level 1 Introductory in Sport is a vocational qualification designed for 14-19 year olds, to provide learners with practical skills and knowledge in the field of sports. It presents opportunities which can help learners progress to further study, apprenticeships, or entry-level positions in the sports industry.

The qualification is structured around practical tasks and activities, allowing learners to demonstrate their abilities rather than just theoretical knowledge. It covers various aspects of sports, including skills and techniques needed for different sports, reviewing personal performance, and understanding the components of sports skills. This qualification will be structured in a format in which the students will already be familiar with a rotation of individual and team sports. This rotation will be tailored to the students' needs as well as the representative of sporting seasons throughout the year. The rotation



below is an example which will be adaptable dependent on the response from students and external factors (e.g the weather and coaching availability).

Activity rotation KS3	Indoor/ Gym	MUGA or indoor	Field/ Outdoor	Activity Studio
Autumn 1	Basketball	Table Tennis	Football	Sensory Circuits/Hand-eye Coordination Skills
Autumn 2	Dodgeball	Table Tennis	Football	Sensory Circuits/Hand-eye Coordination Skills
Spring 1	Badminton	Dance	Tag Rugby	Sensory Circuits/Hand-eye Coordination Skills
Spring 2	Gymnastics	Netball	Rounders	Sensory Circuits/Hand-eye Coordination Skills
Summer 1	Dance	Cricket	Cricket	Sensory Circuits/Hand-eye Coordination Skills
Summer 2	Basketball	Football		Sensory Circuits/Hand-eye Coordination Skills

Post KS3 students will be given the opportunity to progress from the Award accreditation to the Certificate accreditation as part of the optional choices beginning in Year 10. KS4 students will continue to have PE lessons as a larger group, with those who choose to pursue the certificate accreditation having additional lessons during the option area of their timetables. The rotation of activities for PE will mirror that of which KS3 complete to ensure consistency of their learning with adaptations being made if students are showing a desire to build their skills in more specific sports. The learning will be built on the foundations created in KS3 with a more detailed look into techniques, game plans and introducing the students to sportsmanship. The rotation below is an example which will be adaptable dependent on the response from students and external factors (e.g the weather and coaching availability).

Activity rotation KS4	Indoor/ Gym	MUGA	Field/ Outdoor	Activity studio
Autumn 1	Basketball		Football	
Autumn 2	Dodgeball			Table Tennis



Spring 1		Tennis	Tag Rugby	Spike Ball
Spring 2		Netball	Rounders	
Summer 1	Cricket			
Summer 2		Futsal	Athletics	

Furthermore, learners who complete the BTEC Level 1 Introductory in Sport have the opportunity to progress to higher-level BTEC qualifications, such as the BTEC Level 2 Diploma in Sport or the BTEC Level 3 Extended Diploma in Sport. These higher-level qualifications offer more in-depth study and provide pathways to employment in various sectors within the sports industry or further education should they choose this option.



## **Appendix 11 – Food Technology**

The intent of our food technology curriculum is to apply the principles of nutrition and healthy eating and prepare students for adult life by developing the confidence, skills and understanding to cook for themselves. Added to this, students will access the cultural capital of cookery and world cuisine that will enrich their lives. The curriculum is designed to enable our learners to cook independently and overcome safety and sensory issues they may have developed in and around the kitchen. There is a balance of theory and practical work to enable students to access suitable Key Stage 4 qualifications.

The curriculum is structured to ensure that students have a wider understanding of the environmental impacts of their food choices and understand the provenance of foods. We aim for our students to experience cooking from different cultures and encounter a wide range of ingredients. This promotes a greater understanding and appreciation of different religions and ethical beliefs and how these have influenced people's lives. The curriculum also ensures students have a clear understanding relating to food choices and the impact that has on their health.



## **Appendix 12 – Preparing for Adulthood**

The intent of our Preparing for Adulthood Curriculum at Duke of Lancaster is to provide a stable careers programme and range of opportunities to develop meaningful life skills so that students are fully prepared for their transition into the ever-changing world of work. We intend to raise their aspirations, improve social mobility, develop employability skills, and enhance knowledge of labour market information whilst providing them with access to meaningful and suitable career pathways. Our curriculum includes focussed sessions on independent living skills, active participation in their community, being as healthy as possible & employment.

### Preparation For Adulthood Toolkit – Cognition and Learning SLCN SEMH

The Duke of Lancaster Academy has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards achieving the eight Gatsby Benchmarks. Our careers programme is an inclusive, broad and balanced programme of careers education and personal development that provides young people of all abilities with the opportunity to ‘learn by doing’ in class, throughout school, in the local community. From Primary through to Secondary, students will experience a range of encounters and opportunities tailored to their individual needs and circumstances. This includes visitors, trips and visits, travel training, encounters with workplaces, employers, and insight into further education establishments and opportunities for personal guidance.



## **Appendix 13 – The King’s Trust**



The King's Trust Achieve Programme is a flexible personal development initiative designed to support young people aged 11–19 (or up to 25 with special educational needs or an Education, Health and Care Plan) who may need additional assistance to succeed in education. It aims to build confidence, life skills, and employability through engaging, practical learning experiences.

The Achieve Programme offers a range of units covering topics such as:

- Career Planning
- Money Management
- Teamwork and Communication
- Digital Skills
- Wellbeing and Physical Activity
- Enterprise Projects
- Community Engagement

### Qualification Options:

Participants have the opportunity to gain accredited qualifications (Award, Certificate, Extended Certificate, and Diploma) in Personal Development and Employability Skills (PDE). At Duke of Lancaster, all students are aiming to achieve a Certificate at Level 2, with some aiming higher to complete the Diploma. All work is portfolio based allowing students to research and gather evidence to add to the portfolio. At Duke of Lancaster, all students will access King's Trust sessions in Key Stage 3, with some choosing to continue this to a higher standard in Key Stage 4.







## **Appendix 14 – Duke of Edinburgh Award**

The intent of our Duke of Edinburgh program is to provide young people with a structured yet flexible framework that encourages personal development, fosters teamwork, and enhances resilience. The award encourages participants to step outside their comfort zones, building important life skills such as leadership, problem-solving, communication, and time management, which are essential for success in both personal and professional life. Our program is centered around the four elements of the bronze and silver awards. As the school possess a specialist license the program of delivery can be highly developed to meet the needs of our students. They will engage in school PE lessons to meet the requirements of the Physical section preparing themselves to a suitable level of personal condition to complete the expedition section in the summer term. Also, in preparation for the expedition section students will participate in guided walks; learning navigation, camp craft and understanding nature. In the volunteering section students will give their time to a local community project where they pursue a purpose to improve the local area. Finally, students choose a skill for them to learn, develop and perfect. Completion of these four areas will develop the student as a whole, allowing them to learn about themselves and their peers.



## **Appendix 15 – Forest School**

Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

At Duke of Lancaster, we are lucky to have our very own Forest School Area and a trained Forest School Leader. Every class gets the opportunity to experience the wonder and joy of Forest School throughout the year. In doing so they can develop their teamwork skills and put our school values of Self-control, Ownership, Ambition & Respect into practice



## Appendix 16 – Available Qualification/Accreditations over time

Optional (available if selected by the student)

Available to all

	Primary	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Core Curriculum</b>						
<b>English</b>	Phonics Screening, KS1 & KS2 SATS	Entry Level 2 & 3	Entry Level 2 & 3	Functional Skills 1	Functional Skills 1, 2 or GCSE Language	Functional Skills 1, 2 or GCSE Language
	Entry/Functional Skills Assessments will be used for teacher assessment and is available for accreditation as appropriate.					
<b>Maths</b>	KS1 & KS2 SATS  White Rose End of Term & Unit Assessments	White Rose End of Term & Unit Assessments	White Rose End of Term & Unit Assessments	Functional Skills 1	Functional Skills 1, 2 or GCSE Maths	Functional Skills 1, 2 or GCSE Maths
<b>Science</b>	White Rose End of Term & Unit Assessments	White Rose End of Term & Unit Assessments	White Rose End of Term & Unit Assessments	GCSE Science Course Begins	Entry Levels and/or GCSE Double or Triple	Entry Levels and/or GCSE Double or Triple
<b>Computing</b>				Start GCSE iMedia	GCSE iMedia or GCSE Computer Science	GCSE iMedia or GCSE Computer Science



<b>Understanding Our World/Social Studies</b>						
<b>History</b>					Entry Level History	Entry Level History
<b>The Arts</b>	Explore and Discover Trinity Arts Awards	Bronze Trinity Arts Award	Silver Trinity Arts Award	Silver Trinity Arts Award	Gold Trinity Arts Award	Gold Trinity Arts Award
<b>Film Studies</b>					GCSE Film Studies	GCSE Film Studies
<b>Personal Development</b>						
<b>PSHE</b>		NCFE CACHE Level 1 Award in RSHE	NCFE CACHE Level 1 Award in RSHE	NCFE CACHE Level 2 Award in RSHE	NCFE CACHE Level 2 Award in RSHE	NCFE CACHE Level 2 Award in RSHE (Level 2 Certificate also available to those who complete all 5 modules in Secondary)
<b>PE</b>				BTEC Level 1 Introductory in Sport	BTEC Level 2 Diploma in Sport or the BTEC Level 3 Extended Diploma in Sport	BTEC Level 2 Diploma in Sport or the BTEC Level 3 Extended Diploma in Sport



						Diploma in Sport
<b>Food Technology</b>					WJEC Level 1/2 Vocational Award Hospitality and Catering	WJEC Level 1/2 Vocational Award Hospitality and Catering
<b>The King's Trust</b>		Award and/or Certificate	Award and/or Certificate	Award and/or Certificate	Extended Certificate and/or Diploma	Extended Certificate and/or Diploma
<b>Duke of Edinburgh Award</b>					Bronze, Silver or Gold Awards or Sectional Certificates & Certificates of Achievement	Bronze, Silver or Gold Awards or Sectional Certificates & Certificates of Achievement

