

INDIVIDUAL SUBJECT CURRICULUM INTENTS

English

- The purpose of English in our school is to enable our learners to be confident and efficient communicators through all the mediums of reading, writing and speaking and listening. We want to encourage our learners to foster a love of English both in and out of the classroom and to understand the importance of literacy and the lifelong role it will play in their lives.
- The Literacy Trust defines Literacy as ‘the ability to read, write, speak and listen well. A literate person is able to communicate effectively with others and to understand written information.’ In other words, literacy is more than just an understanding of spellings and grammar - it is the key to our learners unlocking everything around them and supporting them with everything they encounter in their daily lives. From writing job applications to reading menus in restaurants - a high quality understanding and knowledge of literacy is essential.
- At REAL Education, we offer our learners a bespoke personalised English curriculum that meets learners where they are in their literacy journey. All of our learners are assessed regularly for reading and writing so we can ascertain their individual starting points then support them to move on in their journey ensuring that progress is made and ensuring that they are well prepared to move on when appropriate. At REAL we are fortunate enough to work with our learners both in and out of the community - this gives our learners the opportunity to practise their literacy skills in real life contexts as well as in group sessions in one of our hubs where appropriate.

Maths

- The purpose of maths in our schools is to nurture a love of mathematics and numeracy which will support everyday life experiences and Preparation for Adulthood. Mathematics supports the development of a powerful set of tools - for example: logical reasoning skills, problem solving, transitions and the ability to think in abstract ways. It is our aim to foster an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.
- Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and employability skills.
- Given the widely differing needs of our learners, at REAL Education we have developed a mathematics curriculum that allows for bespoke personalisation. It starts with an initial assessment to ascertain current levels of attainment and engagement. Using this valuable information, our learners are able to make progress based on their individual starting points. Lessons are delivered using a combination of indoor and outdoor learning experiences, often within the community at venues that are familiar, maximising the wealth of opportunities to learn through observation and interaction within real life contexts.

Science

- Science at R.E.A.L. Education aims to develop intellectual and practical skills which will allow students to enjoy, explore and investigate the world of science, becoming well-informed citizens ever curious about our planet and beyond. Students will develop a full understanding and appreciation of science phenomena, the nature of the theories explaining these, and the procedures of scientific investigation. Our learners will be able to make informed decisions as adults based on their scientific knowledge and understanding.
- Learners are inspired by a curriculum that is relevant and accessible to all providing appropriate stretch and challenge at every stage. Focussing on problem solving, developing practical and analytical skills and encouraging curiosity, investigation and enquiry encourages and develops a 'can do' mindset. Opportunities to improve literacy, numeracy and ICT skills will also be taken to ensure learners develop functional, transferable skills.
- At R.E.A.L we recognise the cultural capital opportunities that learning about Science presents through visits, work related applications and experiences and considering the social and moral implications of scientific learning.
- Almost all learners are able to leave R.E.A.L Education with a qualification appropriate to their level, and some learners at Key Stage 4 and 5 leave with qualifications in Science that prepares them well for further academic or vocational study and/or employment.

Sport & PE

- Here at REAL Education we aim to provide every learner with the opportunity to take part in some form of Sport and physical activity. This could range from taking a walk within a session or fundamental skills based activities, right up to more traditional school team games and taking a more academic route through BTEC sport qualifications.
- We feel strongly that every learner can achieve in PE/sport through accreditations and qualifications but even more importantly instilling good health and exercise habits that they continue long after they leave us. Sport and physical activity is pivotal, not only to a young person's health and well-being, but also to the global sense of self esteem and self worth, which impacts hugely across the learner's life and the overarching curriculum.
- As our learners progress across the engagement continuum they can also advance up the pathways in terms of the level, the type of activity or qualification and the social grouping. This is always highly personalised to each learner's individual needs.
We are aware that learners arrive with different starting points and we are well positioned to meet the needs of the learner by following a flexible curriculum, led in the early re-engagement by the learner's interests. We are also aware that learners have different experiences and that we can use sport to widen their opportunities to develop their cultural capital.
- We believe there is a sport for everyone, and an activity that every person can enjoy.
- Sport and Physical activity can be the key to unlocking the door to educational and academic success and lifelong learning.

Computing and IT

- Our primary intent within the subject area is to intrinsically engage our learners in learning by providing them with a tailored and varied educational pathway that will enhance their skills towards gaining a qualification.
- We offer a broad range of curricular choices to our youngsters that will ensure that they are safe, competent and confident users of technology and use it to enhance their lives and opportunities available.
- The core of computing is *computer science*, in which students learn the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.
- Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of digital content. Computing also ensures that they become digitally literate – able to use, and express themselves and develop their ideas through, ICT – at a level suitable for the future workplace and as active participants in an increasingly digital world.
- However we recognise that not all of our young people follow the traditional computer science curriculum model. We therefore offer a more The purpose of ICT is to offer a broad range of opportunities where students can both re-engage in learning and also gain an understanding of how ICT can support them in their personal and professional lives, through the use of applications to enable them to collect, analyse and present information that is useful in a vocational and other real life contexts. This is often a positive pathway to follow for youngsters to re-engage in learning and then move on to gain other accredited qualifications to support them on their educational journey, keep safe and function in society.

PSHE

- The aim of PSHE education at R.E.A.L. is to prepare and equip our learners to be successful in their relationships, their careers, and to be responsible and healthy in their adult lives. We aim to do this through building on and developing character strengths identified by the PSHE Association to support the statutory RSE curriculum content.
- Learners at R.E.A.L. come from wide ranging starting points and have diverse needs. All learners enrolled at R.E.A.L. have an EHCP and a lot are Looked After Children, their understanding and previous experience of topics covered by PSHE may be very limited or very complex, they may be considered to be vulnerable or have additional risk factors in their lives. In addition many of our students come from backgrounds where they may not have had the opportunity to access broad cultural experiences.
- Our learners thrive in a personalised context and environment and access the PSHE curriculum in a variety of ways, which may include innovative and adapted teaching methods. We use the PSHE curriculum to deliver interventions to meet individual needs.
- We offer a flexible approach to the curriculum to enable us to respond quickly to learners' emerging and ever changing needs. Through working with adults who know them well they will study the statutory curriculum in meaningful contexts and build and develop important skills and character traits in order to keep themselves safe and give them the best chances of success in adult life, including; employability, online safety, "Prevent". The PSHE offer at R.E.A.L. also aims to enrich the lives of our students by providing a broad range of cultural experiences to enrich their cultural capital.

Reading

- The purpose of the reading curriculum at R.E.A.L. Independent Schools is to foster a love of reading and an appreciation of the many different forms of literature. We recognise that many of our learners have limited exposure within their home environments to reading and we address this by promoting and fostering a love of reading in school. Reading is taught across the curriculum to ensure that all learners can become confident readers.
- In order to teach reading effectively we assess learners well and use this baseline to plan and engage them on their reading journey. Through our bespoke curriculum and differentiated reading pathways all learners are given the opportunity to learn to read at a level appropriate for them.
- It is our aim that all learners are able to read for pleasure as well as functionally. This will support them in all aspects of their learning and prepare them well for adult life. For many of our learners reading programmes may look different but our high expectations, flexible approach and curriculum pathways support learners to make progress and leave with an accredited outcome.

Food Technology, Catering and Hospitality

- The Food, Catering and Hospitality curriculum at R.E.A.L. is aimed at developing learners' knowledge and skills for life so that they enjoy and understand food, are capable of being able to prepare and cook a wide range of dishes and apply principles of nutrition and healthy eating. Learners are inspired by learning in a practical, real life and engaging environment where they learn crucial life skills so that they have the ability to feed themselves and others affordably and well. Learners are encouraged to express themselves creatively and are provided with the opportunity to design, explore, use their imagination, investigate, problem solve, and become curious about the world around them.
- Food at R.E.A.L. is a shared and immersive experience where learners often eat together what they have produced and learners give feedback to one another. At R.E.A.L, we recognise the boundless cultural capital opportunities that learning about food presents. Learners, through food, are able to understand different cultures and faiths alongside developing their functional literacy and mathematical fluency.
- Learners in key stages 4 and 5 are able to gain industry experience and develop their hospitality skills through our own vocational provision providing learners with those skills and knowledge for employment. Almost all learners are able to leave R.E.A.L Education with a qualification appropriate to their level of need; and some learners at Key Stage 4 and 5 leave with qualifications in catering and hospitality that prepare them well for employment.

Geography

- Geography at R.E.A.L Education is designed to equip learners with the knowledge and skills to gain a coherent knowledge and understanding of the geographical features of the wider world around them. We ensure that the geography curriculum is relevant and accessible to all through a personalised approach and recognise that many of our learners have led restricted lives and may not have had the rich experiences through visits and trips to places of interest that other pupils may have enjoyed and benefited from. This is especially relevant to the geography curriculum. Our curriculum aims to address this and ensure that curriculum enrichment and cultural capital are an inherent part of the subject in order to foster a love of the subject and to promote curiosity and deeper learning.
- Our geography curriculum also aims to inspire curiosity to know more about the present. It specifically aims to equip learners to be curious about the world and to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It also equips learners 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. Many pupils will leave R.E.A.L. with an appropriate qualification in geography that supports them to achieve their goals and prepares them well to make positive choices as they prepare for adulthood.
- The geography curriculum at R.E.A.L is closely aligned to the National Curriculum programmes of study for geography.

History

- Learners at R.E.A.L have access to a broad and ambitious History curriculum, rich in skills and knowledge, which immerses learners in a range of cultures and engenders an enquiring and critical outlook on the world. History is a subject that forms the bedrock of our understanding of the culture in which we live as well as the wider world around us. The content covered gives students the opportunity to explore issues at a local, national and international level from the ancient era through to the twentieth century. This range of history offers the opportunity to explore different peoples' perspectives on issues and events and think critically about the world in which they live.
- We believe in the importance of not just learning history, but learning from history. The skills they will learn from studying History will help them to critically evaluate the information they access and to be able to form a well-reasoned and considered opinion. This is crucial for our learners in an era of 24 hour-news content, where information is gleaned from mainstream media platforms or YouTube: where most of our students gain their news and information from.
- History promotes communication, literacy and writing skills, essential for reducing the vocabulary gap and boosting the reading ages of our learners and improving their life chances. History in our school develops learner listening skills and supports them to reflect in order to prepare them for making good choices and decisions as they prepare for adulthood.
- Our curriculum is carefully sequenced to give students a broad understanding of the chronological development of British history, as well as being able to make links to other societies, cultures and world events.

The Creative Arts

- The Creative Arts are an important part of the curriculum at R.E.A.L and we use them to engage, challenge and inspire learners. The Arts curriculum aims to develop intellectual knowledge and practical skills which will encourage learners to grow in confidence, enjoy, explore and investigate the world of Art as well as their own artistic and creative potential.
- While the Arts curriculum at R.E.A.L is closely aligned to the National Curriculum, there is also a recognition that the Arts, for many of our learners, can provide for them a therapeutic element of the curriculum where they can learn to share and communicate ideas via non-verbal methods. The study of Art can enhance the quality of leisure time and help to prepare learners for adulthood.
- Our Creative Arts Provision at R.E.A.L provides learners with the opportunity to work in an industry standard environment and to leave REAL with an appropriate qualification that supports them to achieve their goals and prepares them well to make positive choices in preparation for adulthood.
- Through our provision learners develop an understanding and appreciation of well known and lesser known artists and designers. Many of our learners come from disadvantaged backgrounds, therefore there are also strong links with 'cultural capital' as well as Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law. Through this element of the Art curriculum they will learn how the arts form part of our rich history, and contribute to the culture and creativity of Britain with a strong emphasis on the multi-cultural society in which they live.

R.E.

- We believe that Religious Education is an important element of a broad and balanced curriculum. It is important for all learners in order for them to learn about religion and faith and understand the diverse range of cultures and customs in the world around them. The RE curriculum allows learners to develop knowledge, understanding and tolerance of a wide range of world religions and faiths and how these beliefs contribute to their own lives and the lives of others. Learners work with trusted adults who encourage self reflection -using challenging questions, provoking deeper thinking and an appreciation and respect for the different faiths and cultures in modern society.
- Our curriculum is in line with the local SACRE guidelines for R.E.
- At R.E.A.L we believe that RE contributes to learners' personal development, wellbeing and to community cohesion by developing character. Learners, through our cross curricular and creative curriculum, develop respect and tolerance. We will provide learners with opportunities for personal reflection and spiritual development, as well as developing useful skills for the future, such as independence. Learners develop enquiry, critical thinking, problem solving and important communication skills. RE also makes important contributions to other parts of the curriculum such as personal, social and health education, humanities and technology.