



## **KHNES Curriculum 20 - 21**

Kent Health Needs Education Service provides pupils with access to a personalised and bespoke provision which is dependent on their identified needs and ability. The Service caters for pupils across a wide range of age and ability, many of whom are significantly impacted by medical and mental health needs. The curriculum provides the highest quality teaching and learning experience to inspire pupils to re-engage in learning whilst effectively supporting pupils' mental health, wellbeing and resilience. KHNES maintains the highest expectations for pupils' achievements and recognising their entitlement to a balanced curriculum.

### **Aims**

The curriculum provides the highest quality teaching and learning experience and aims to:

- Re-engage young people in the value of education and promote high aspirations
- Ensure young people make and recognise significant academic progress
- Provide a fully personalised, data driven, individual curriculum plan for every pupil

The curriculum for pupils accessing the provision is individualised and bespoke to their identified needs and provision attended (hub/tuition). For full time pupils the curriculum time is broken down into 60% core skills, English, Mathematics and Science, as well as additional Literacy and Numeracy interventions. 40% of the timetable is devoted to Enrichment, Citizenship, mentoring and optional subjects study support (KS4). Study support for options is for those subjects pupils have already elected to study at their Home/Referring School. The Curriculum also encompasses pupil personal development together with support of character and culture embracing the Philosophies of education, incorporating the following aspects as part of the wider curriculum:

- PSHE
- Wellbeing and safety
- British values
- Protected characteristics
- Relationships and sex education
- Cultural transmission and communication: passing on the best that has been thought and said. Including spiritual, moral, social and cultural development
- Personal Empowerment – developing the potential of a child through our mentoring program linked to profiling and Boxall targets and strategies
- Preparation for work – through a careers program and links to careers through subjects
- Preparation for citizenship – through the mentoring program, PiXL edge program and the inclusion of Citizenship.

Learning schemes are in place for each subject however KHNES do not teach to a prescribed order within the scheme of work – it simply acts as a template to scaffold the pupils individualised plan which takes account of prior learning.

The schemes are knowledge and skills based and cover age appropriate content taken from the National Curriculum. In Key Stage 4, learning is knowledge based and is designed to support the theory and content of the range of qualification specifications available. It does not, however, teach to a specific qualification board and cover individual coursework requirements.

Young people benefit most from being amongst their peers and studying the full curriculum offered by their home school, therefore it is always the intention to support the young person with their re-integration into their home school. In cases where a year 11 pupil is unable to be re-integrated back into their school within the expected time

frame, additional curriculum delivery arrangements will be made as part of the young person's individual support plan.

The curriculum is designed to offer a clear focus on the main principles of curriculum design Principles of curriculum design:

- Balanced; Full not narrow with a broad range of subjects
- Rigorous – aspirational in terms of quality of delivery ensuring all learners have the potential to achieve
- Coherent – across subjects
- Vertically integrated –All learners starting points are unique, clear baseline processes ensure that assessment frameworks build upon components that are re-visited at a subject level to enable transition.
- Appropriate – For KHNES flexibility is key to enable each young person to develop and flourish given their unique skillset and starting point
- Focused - Core is relevant and fundamental given the amount of education our young people have missed however engagement and interest is also a key factor which is why our non-core component broad.
- Relevant