



CURRICULUM POLICY

Potters Bar Clinic School

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Elysium Children and Education (a division of Elysium Healthcare) is committed to promoting equality in all its activities. We aim to provide an environment free from discrimination and unfair treatment.

1. **Introduction**

- 1.1. This document is provided solely for the purpose of Potters Bar Clinic School (PBCS), a school within Potters Bar Clinic (PBC), a low secure Tier 4 CYPMHS psychiatric hospital, part of Elysium Children and Education (a division of Elysium Healthcare).
- 1.2. We recognise that the key to a successful education curriculum lies in being able to motivate and engage the young people it serves. We put the young people at the centre of our provision, and as such, have a curriculum that is broad, rich, balanced and personalised to meet the needs of our young people. Our curriculum is designed and aims to prepare young people for reintegration into school, their community and thus, their next stage of education.
- 1.3. This policy links to other policies within Elysium Children and Education, and within Potters Bar Clinic School, including (but not limited to):
 - Health and Safety (1.4)
 - Risk Assessment (2.3)
 - Attendance (2.2)
 - Admissions, Discipline and Exclusion (2.0)
 - SEND (2.1)
 - Safeguarding and Child Protection (1.0)
 - Assessment (3.1)

• **Intent**

- Our curriculum rationale is informed by young people's current mental health, previous experiences of education, prior attainment and aspirations. We operate our curriculum based on of the following three principles:

• **Re-engaging**

This focus relates to re-engaging those who have a disruptive period of school absence which relates to a range of different reasons. It is our belief that regular engagement with education provides challenge, structure and routine to the daily experience of hospital life and support the therapeutic work done by the clinical teams. Personalised programmes of study are developed in partnership with parents and carers, home school, the hospital and most importantly your child. Each student is assigned a Key Teacher (similar to a Form Tutor) whose role it is to support that young person throughout their time with us. The Key Teacher is the key contact for parents and carers, the hospital and home schools.

• **Reaching**

Our small yet dedicated and experienced team of educationalists, are able to offer a wide range of subjects at various levels. Specialised subjects such as those studied at A Level, may be facilitated in conjunction with the home school. Our curriculum includes a variety of subjects, based on GCSE, Functional Skills, or ASDAN Short Course qualifications. We want students to find appropriate challenge within our curriculum to encourage the development of aspiration and ambition.

• **Rising**

We work together with all those involved in the care and education of young people whilst they are with us. We provide half termly reports which feed in to each young person's Care Programme Approach (CPA) report and track progress within each subject area.

- As a consequence of the above we recognise that to achieve engagement and success, curriculum planning must incorporate flexibility in the face of presenting need, which is consistently changeable. We recognise that as educators our particular skills lay in being adaptable and responsive to an environment which can change frequently, even over a single education session whilst helping all to succeed and make progress in their learning. As a result of our environment and cohort, it is important that our curriculum planning is understood to be flexible and adaptable to young people’s mental health needs, their interests, whilst also stretching and challenging them to achieve their best.
- Our curriculum is rich, broad and balanced, but also tailored to meet the needs of our young people. Each young person, when admitted, will be placed on an individual education plan (IEP) (Appendix 1), and will have a specific pathway they are placed on.
- Our curriculum is unashamedly ambitious and aims to find an appropriate level of challenge for the individual young person, reflecting their views and interests where possible, and aspires to build knowledge, develop skills and inspire students to develop a lifelong love of learning, whilst building the personal characteristics necessary for success in a professional adult life. The latter is reflected in the school’s BRIDGES programme.
- To ensure that the curriculum demonstrates equality of opportunity without discrimination of protected characteristics and that all will be offered to access the curriculum regardless of their mental health.
- In general terms, we engage and motivate young people in a number of ways:
 - Through facilitating continuity and normalisation of a school and classroom environment;
 - Offering new and stimulating opportunities through which to learn and make progress;
 - By responding to and meeting individual student’s needs, by, for example, teaching on the ward or personalising lessons and timetables to young people’s needs and interests.
- Potters Bar Clinic School provides a broad and balanced curriculum for young people with a diverse range of educational needs. The goals of the curriculum offered are:
 - To promote safety and encourage young people to be safe in their learning environment. This is the ultimate goal of every lesson, and our Health and Safety Policy details the measures we take to ensure that young people are in a safe learning environment; whilst also being able to make mistakes. Young people’s wellbeing is always the priority of every lesson.
 - To provide access to high quality learning, appropriate to current mental health need;
 - To provide opportunities for progress, achievement and educational success;
 - To provide opportunities for continuity in learning, including promoting cultural capital and preparation for adulthood;
 - To make learning an enjoyable and a positive experience;
 - To develop motivation and commitment to learning;
 - To nurture and develop skills for independence and co-operation with others;
 - To enable initiative, resilience and self-reliance and enhance student self-esteem and confidence;
 - To explore and celebrate difference, whether of culture, belief or point of view;
 - To make an effective age-appropriate careers provision;

- To work collaboratively with members of the therapy team where applicable in providing a holistic approach to a young person's education, care and treatment plan
- To provide a range of learning opportunities for post-16 learners that lead to successful community living, a positive contribution to society and the world of work;
- To promote equal opportunities, SMSC and FBV, and cultural capital to address a young person's SEMH needs.
- We offer environments in which debate and discussion can thrive, free of political bias. Any viewpoint, including that of the teacher or other adults, can be the subject of healthy challenge.
- **Curriculum Design and Implementation**
 - Individual Education Plans (IEP's) are our main vehicle to implement a young person's curriculum. They are designed to holistically plan a young person's education for the duration of the time they are with us, and they are reviewed every half term, and updated, at a minimum, on a weekly basis. The IEP includes subject feedback in relation to the students' mental Health Functioning in Education (MHFE) and SMART targets (based on a student's attendance and any EHCP/PEP information). Progress on these targets is then monitored weekly by Keeping in Touch (KIT) Teachers and/or Key Teachers.
 - In their first stage of admission when a young person is put on roll at PBCS, young people will be introduced to their KIT/key teacher, and several admission documents (including but not limited to: Personal Emergency Evacuation Procedure; E-Safety; Student Overview) are completed, as per the admissions checklist. This induction to education is overseen by the KIT/key teacher. Young people's parents/carers are contacted, and consultant psychiatrists are consulted to determine where a young person's initial admission and education will be carried out: in school or on the ward. This will be dependent on the young person's needs and risks upon admission to PBC. Additionally, the consultant psychiatrist will also assess the patient and inform the school of the maximum minutes that a student can do during the school day. The timings are reviewed bi-weekly and updated on the school Minutes tracking sheet.
 - Baseline information in this induction process is determined either through:
 - BKSb assessments (English and Maths)
 - In-class assessment
 - Past papers
 - Previously obtained certificates from schools or units
 - The age and key stage of a young person will then be determined, and a young person put on an appropriate pathway of education.
 - The pathways, and the process by which young people are put on various pathways, is summarised in Appendix 2.

- Where appropriate, a “Communication and Engagement” book will be completed for all work apart from PSHE for a young person. This will be for young people where it has been noted that their engagement is minimal or extensively sporadic, and efforts to engage the young person in education have not worked. It will be for the monitoring of all subjects for the young person, to evidence work and engagement that is being done with them.
- This may contain an “Absence from Education” letter signed by the consultant psychiatrist if the young person is not yet on roll due to severe risk to themselves/others and their mental health upon admission; their IEP, their risk assessment, and all engagement detailed.
- When a young person is engaging in school regularly then they will come off this intervention.
- The Headteacher or Deputy Headteacher will decide if a young person is to go on this intervention.
- Pathways detailed in Section 4 will still apply.
- Teachers at PBCS will attempt to implement a lesson design model using Rosenshine’s ten Principles.

The ten principles are outlined as:

1. **Begin a lesson with a short review of previous learning:** Daily review can strengthen previous learning and can lead to fluent recall.
2. **Present new material using small steps:** Only present small amounts of new material at any time, and then assist students as they practise this material.
3. **Ask questions:** Questions help students practise new information and connect new material to their prior learning.
4. **Provide models:** Providing students with models and worked examples can help students learn to solve problems faster.
5. **Guide student practice:** Successful teachers spent more time guiding the students’ practice of new material.
6. **Check for student understanding:** Checking for student understanding at each point can help students learn the material with fewer errors.
7. **Obtain a high success rate:** It is important for students to achieve a high success rate during classroom instruction.
8. **Provide scaffolds for difficult tasks:** The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.
9. **Require and monitor independent practice:** Students need extensive, successful, independent practice in order in order for skills and knowledge to become automatic.
10. **Engage students in weekly and monthly review:** Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

These strategies can be summarised as:

- **Prior Review**
- **Instructional Core (I>WE>YOU)**
- Presentation and modelling of new material in small steps (**I**)
- Guided practice with prompts and scaffolds (**WE**)
- Independent practice with monitoring and feedback from teacher (**YOU**)
- **At each of these points – every single one of them – we check the understanding of all pupils by asking lots of questions and providing correction and feedback.**
- **How we support pupils of differing needs in class, and 1:1/1:2 classroom environments:**
- A clear outline of each lesson.
- Clear, unambiguous language.
- Repetition of learning and revisiting concepts.
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use activities which require pupils to reconceptualise their learning: apply, adapt and reimagine to drive learning deeper.
- Focus on the process- provide opportunities to talk about what and how a concept has been learnt.
- Prepare resources to make access to the learning achievable. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Tasks are effectively adapted, and outcomes are ambitious for all pupils.
- Learning is organised in small chunks with plenty of opportunities to revisit.
- Signposts to support changes e.g. routines, class/group learning, new language concepts.
- Adults actively and effectively supporting pupils to access the lesson. Rewording and re-framing instructions and learning using whiteboards and interactive boards.
- Verbal instructions accompanied with visual aids (if necessary)
- Lots of opportunities to talk through the learning, repeating instructions back and verbalising thought processes.
- The use of technology to scaffold learners or to aid in writing and learning.
- Those achieving at a higher level provided with challenges and extension tasks.

Therapeutic learning: Students who display a persistent refusal to attend and engage with school will be encouraged to participate in learning where their interests are placed at the heart of their provision. This could involve, for example, supporting a student to participate in a large amount of artwork given their passion for the subject, whilst slowly re-engaging them using AQA Unit Awards which focuses on their interest then with a more structured curriculum over time, as their confidence in learning grows. We classify this as *therapeutic learning* and consider this strategy to re-engage long-term refusers to education. Teachers will look to utilise opportunities to teach PSHE, literacy and numeracy where possible in such circumstances. The role of the KIT/key teacher will involve supporting students to re-engage with a more formal curriculum and a move away from therapeutic learning or use aspects of an AQA Unit award to consolidate knowledge as a student's confidence grows in line with clearer goals in the longer term.

Curriculum Delivery

- **HOME School Pathway:** Young people who have a home school and are planning to go back to their home school will be on this pathway. KIT or Key Teachers will contact the young person's home school and ensure that the home school's schemes of work are followed, with the intention of catching up any work that has been missed and continuing education to re-integrate them back into their home school upon discharge. PSHE, Careers and Sports & Fitness, will continue to be led by PBCS' curriculum and timetable. Specific Learning Plans will be completed from the young person's scheme of work to personalise the learning.
- **GCSE/level2 Pathway:** Young people who do not have a home school but who will be following a GCSE curriculum in which they are accessing GCSE level work (whether this is Higher tier or Foundation tier) will be on this pathway. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/Curriculum Overviews and Students Overviews. (The latter is shared with students)
- **FUNCTIONAL Skills Pathway:** Young people who do not have a home school and will be accessing a curriculum which will be more geared towards functional skills and NCFE awards. Young people will mainly be completing Functional Skills level Maths and English at a level appropriate to them, determined by their baseline assessment. Specific Learning Plans will be created to personalise learning to young people, which may be integrated into the SOW/ Curriculum Overviews and Students Overviews. (The latter is shared with students)
- The table below outlines the subjects that are taught during Year 7-11.

Key Stage 3 /AQA Unit Awards	Key Stage 4 GCSE/BTEC/NCFE/ Functional Skills ASDAN options/ AQA Unit Awards
<p><u>Compulsory Subjects-Core coverage</u></p> <ul style="list-style-type: none"> • English Language (including Literacy Intervention)/English Literature • Mathematics 	<p><u>Compulsory Subjects</u></p> <ul style="list-style-type: none"> • English Language (including Literacy Intervention) • English Literature • Mathematics • Science

<ul style="list-style-type: none"> • Science (Termly Carousel-Biology, Chemistry and Physics) • Computing; Year 9s will do NCFE Digital Functional Skills (DFS) Entry (Entry Level 3 and Level 1) or NCFE Essential Digital Skills qualifications • PSHE/RSE • Careers • PE (The school will work closely Psychesoma to deliver this subject. Student’s mental health needs will be determined what is delivered) • Foundation Subjects • Art • Humanities (Termly Carousel- Geography, History and RE) • Citizenship • Music • Modern Foreign Language (MFL)- French or Mandarin (explored in 2025/26 and delivered through enrichment activities) 	<ul style="list-style-type: none"> • NCFE Digital Functional Skills (Entry Level 3 and Level 1) and NCFE Level 2 Certificate in Digital Skills for Work • PSHE/RSE • Careers (NCFE Level 1 Award in CV Writing) • PE (The school will work closely Psychesoma to deliver this subject. Student’s mental health needs will be determined what is delivered) <p><u>Option/Elective Subjects:</u></p> <ul style="list-style-type: none"> • Art • Humanities (One subject selected from Geography, History, Psychology and RE) • Music- not offered in 2025 • Citizenship • Health and Social Care Levels 1 and 2 • Appropriate AQA Unit Awards
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• **Key Stage Five**

- **HOME school Pathway:** Young people who are on roll at a home school and are following their home school curricula, (either A-Levels or Vocational), will be on this pathway. KIT or Key Teachers will be in contact with the home school and young people will follow their home school schemes of work, with the exception of PSHE, Careers and Sports & Fitness, which will be led by PBCS’ curriculum and timetable. Specific Learning Plans will be created to personalise learning to young people where necessary.
- **PBCS A’Level/level 3 Pathway:** Young people who are not on roll at a college, but have passed their GCSE’s and are would otherwise be doing A-Levels, will be following the Academic pathway. Young people will have subjects taught or facilitated (*) by PBCS. Specific Learning Plans will be made from the Schemes of Work. PSHE, Careers and Sports and Fitness will be in all young people’s curricula.

A’Level Pathway

The following subjects will be offered to our students if there is no home school syllabus or suitable resources. The subjects offered below are based on FFT’s most Popular A’Level Entries.

<ul style="list-style-type: none"> • Mathematics • Psychology • Biology • Chemistry • English Literature/English Language* • Sociology 	<ul style="list-style-type: none"> • Art • History <p>(*English Language-offered in 2025) Health and Social Care BTEC Level 3 National Diploma/Extended Diploma</p>
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- **VOCATIONAL Pathway:** Young people who are not on roll at a college, but have passed their GCSE's and would otherwise be doing vocational subjects (e.g. a Diploma or an Extended Diploma), will be following the Vocational pathway. Where possible and PBCS has the expertise to deliver, the subject will be taught. However, if there is no teaching staff to deliver that choice of subject, then online tuition and independent research will be led by teachers. PSHE, Careers and Sports and Fitness will be taught from our curricula. Specific Learning Plans will be created to personalise learning to young people where necessary.
- **RE-SIT Pathway:** Young people who are not on roll at a college, and have *not* passed their GCSE's but have plans to re-sit them at another educational establishment, are therefore on this pathway, where they will be studying *only* their subjects for GCSE/Functional Skills or Level 2 re-sits.
- **Transition Pathway:** Young people who are not on roll at a college, and have passed a couple or few Level 2 subjects but have plans to re-sit Level 2 subjects, especially in English, Science or mathematics at another educational establishment, are therefore on this pathway, where they will be studying *an A'level subject that they have secured at GCSE and* GCSE/Functional Skills or Level 2 re-sits, especially in Mathematics, English or Science.
- **EXPLORATION Pathway:** Young people who are not on roll at a college, and have not achieved their Maths and English GCSE's (or have only achieved one of them), will be on this pathway. They are likely to not have been in school for a long period of time. These young people we will focus on completing their Maths and/or English Functional Skills examinations (EL1-3; Levels 1 and 2), starting with the level young people are baselined at. In addition to this, young people will do PSHE, careers AQA Unit Awards, NCFE Digital Functional Skills (Entry Level 3 and Level 1) and NCFE Level 2 Certificate in Digital Skills for Work and PE which is delivered by Psychesoma.

Qualifications Mapping

Level	Qualification	Qualifications/Subjects
Pre Levels	Functional Skills Entry Levels (EL)	English (EL1, 2, 3) Maths (EL1, 2, 3)
	Unit Awards	AQA-All subjects
	ASDAN	Selected Subjects (currently under review)
Level 1	Functional Skills <i>Equivalent to Grades 3, 2, 1</i>	Level 1-Maths, English, Digital Functional Skills-
	NCFE L1 Qualifications <i>Grades 3, 2, 1 GCSE Equivalent</i>	Some Subjects- Most Popular-Health and Social Care
Level 2	GCSE	Most Subjects-Grades 9, 8, 7, 6, 5, 4, 3, 2, 1
	Functional Skills NCFE L2 Qualifications- <i>Grade 4 GCSE Equivalent</i>	Level 2-Maths, English, NCFE Level 2 Certificate in Digital Skills for Work - Grade 4 GCSE Equivalent
	NCFE L2 Qualifications- <i>Grade 4 GCSE Equivalent</i>	Some Subjects-
Level 3	A'level	Some subjects driven by Home School Pathway or Previous Pathway from predecessor institution
	NCFE Qualifications	Some Subjects

• Sports & Fitness

- Sports and Fitness is led by the Occupational Therapy department and facilitated within the school timetable. A company called Psychesoma are employed to lead on physical activities for all young people in the hospital.
- Due to the low secure setting, there is a limited space in which young people can engage in Sports and Fitness. Sports and Fitness will be carried out on the ward each week by the Occupational Therapy Team, and in addition to this, there will be a dedicated Community Sports session for young people who are granted Section 17 leave.
- Ward based sports will include team and individual games, and the OT department measure young people based on their MOHOST (Model of Human Occupation Screening Tool) assessment data (not included in education progress data).
- PBCS gather information and data on: attendance and engagement to ward sports; and engagement through the “healthy Living” unit of the Personal and Social Development Level 1 Award (part of PSHE).

- **NCFE Exams**

- Young people are able to sit nationally recognised Qualifications as we an approved centre for the Northern Council for Further Education. The examinations we are approved to deliver include:
 - Functional Skills Maths and English (EL 1-3 and Levels 1-2);
 - Level 1 Award in Introduction to Health, Social Care
 - Level 2 Certificate in Health and Social Care
 - Digital Functional Skills (Entry Level 3 and Level 1) and NCFE Level 2 Certificate in Digital Skills for Work
 - NCFE Level 1 Certificate in Art and Design (This qualification is being explored for delivery in 2025-2026 Academic year)
 - NCFE Level 2 Certificate in Art and Design (This qualification is being explored for delivery in 2025-2026 Academic year)

We continually monitor and improve our qualification offer.

- **Social, Moral, Spiritual and Cultural Aspects of the Curriculum (SMSC) & Fundamental British Values (FBV)**
- We recognise the importance of SMSC development and highlight opportunities within each curriculum subject offered to address, explore and teach these aspects and values accordingly. The Fundamental British Values of: democracy, the rule of the law; individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are also addressed and embedded in the curriculum.
- The PSHE & RSE Policy details the practice and processes within PBCS in line with it’s statutory duty.
- Potters Bar will operate a Half-termly Curriculum Event Week scheduled during either the penultimate week or the last week of every half term. Teachers will work with the MDT, external agencies or use a range of websites to plan and organise current news, health, music, PSHE/RSE, SMSC, FBV and career development activities. The week will provide students with opportunities to apply their knowledge in creative and practical ways. Below is an example of what may be covered during the week.
- Autumn 1 and 2 events will be dedicated towards raising money for various charities.

Month	Activity 1	Activity 2	Activity 3
October	Black History Mental Charity-Mind/ Mental Health Foundation	Mental Health Activities <u>LGBTQ+</u> Pride Awareness	Bullying Prevention/RSE- Sexual Violence
November- December	PSHE- Charity-Royal British Legion, Children in Need/ Age UK -Toy Appeal/Toy Donation	Exposure to Different Cultures (World Cup/Sports/Foods) Christmas Activities	Human Rights/UNISEF/RSE
February	Animal Awareness	Careers	RSE Topics
March/April	<u>LGBTQ+</u> Pride Awareness <u>International Science week</u>	RSE Topics	Careers
May	Mental Health Awareness	<u>LGBTQ+</u> Pride Awareness	Mathematics /Numeracy Activities - Application
July	Wellbeing	<u>LGBTQ+</u> Pride Awareness	Mental Health Awareness

- **Curriculum Organisation**

- Potters Bar Clinic School is not legally obliged to follow the National Curriculum, but we adhere to it, wherever appropriate, for individual students and the group as a whole. We recognise the importance of keeping abreast of curriculum development and opportunities that we develop and exploit to promote and extend young people's learning.
- The curriculum is delivered individually within small groups, noting that chronological age is not an indication of students' academic, personal and social development. The focus is on current ability and skills.
- We recognise that many students that we work with may have had significant gaps in their education due to illness, exclusion and other associated difficulties. For these reasons we personalise work as much as possible using information taken from assessments; formal and informal, and from liaison with multi-disciplinary colleagues (both in the community and within Potters Bar Clinic), families and carers, and previous schools, to work to student strengths and addressing deficiencies or gaps in learning. We differentiate for learning in individual lesson planning so that all learners can experience success and make progress, and place young people on the appropriate pathway as mentioned above.

Curriculum Overview

- Although we do not have a statutory responsibility to follow the National Curriculum, the school operates under legislation from the Independent School Standards and opportunities to access a broad curriculum are obtained under the following statutory areas:
- Linguistic: Our curriculum focuses on experience in the four areas of reading, writing, speaking and listening found in English and English Literature. This also applies to the learning of a foreign language. Reading for enjoyment and creative writing, in addition to debate and discussion are encouraged. If a young person at KS5 has not reached the expected grade at GCSE we offer the opportunity to continue GCSE study or an alternative functional skills / entry level qualification. A high standard of literacy e.g. spelling and grammar is promoted and expected in all areas of the curriculum.
- Mathematical: The focus is on building strong numeracy skills and problem-solving techniques to apply the mathematics learnt to a wide variety of problems, including real world contexts. A high standard of numeracy is promoted and expected in all areas of the curriculum.
- If a young person in KS5 has not reached the expected grade at GCSE for English or maths, we offer the opportunity to continue GCSE study or an alternative functional skills or other appropriate qualification.
- Scientific: This area is taught through Biology, Chemistry and Physics in addition to exploration of the world around us in subjects like Geography, to provide young people with the opportunity to acquire and develop scientific knowledge and skills.

- **Technological:** This aspect is delivered across the curriculum. Due to the nature of our young people, some of whom present with high-risk behaviours, it may not be possible to offer subjects that use potentially dangerous items such as those found in a workshop, nor offer food technology to a young person with an eating disorder; however, activities will be considered on a case by case basis in consultation with the hospital team.
- **Human and Social:** PSHE, and Citizenship, is timetabled each week. Finance is delivered through maths, citizenship and PSHE. History, RE and Geography is offered through Humanities. In Key Stage 3, the humanities subjects are delivered on a **termly carousel** basis. Key Stage 4 students will have a choice of one subject from the humanities option. The selection from the humanities may increase if the home school is delivering more than one subject. RSE is taught as part of the PHSE and Science curriculum.
- **Physical:** Due to the nature of our young people, strenuous exercise is may not be suitable for some students who are physically compromised so we may not be able to timetable Physical Education. The school will work with the clinical team to deliver physical activities for those young people who can do this subject. In addition, as part of their therapeutic timetable with the MDT team, some students may be offered the opportunity to participate in gentle exercise such as expressive movement, yoga and dance, as their illness allows.
- **Aesthetic and Creative Education:** is delivered as part of Art and Design and enrichment, and through extra-curricular activities such as art and craft.
- We offer careers guidance through our PSHE curriculum and through an independent careers provider who will visit once a term. In addition, during 'Curriculum Event Week' , we will also tailor more individualised and differentiated work addressing various career pathways and interests on an individual basis and facilitate work experience (within the hospital) if/where possible.

PSHE Curriculum

- Our PSHE curriculum is designed to be appropriate and personalised to the young person's mental health needs. The PSHE curriculum is taught in modules, covering a wide range of topics.
- The PSHE Instructor is in charge of delivering the PSHE and RSE curriculum as outlined in their job description and the PSHE/RSE Policy for PBCS.
- Alongside this PSHE personalised curriculum, there will also be various external providers that will be commissioned in to talk with young people on various PSHE key topics, for example Sex and Relationships, Drugs and Alcohol use, and First Aid short courses. In addition, there is a Theme of the Week that educates young people on key events throughout the year and provides opportunity for young people to discuss current themes within the news and media.
- Young people will work towards several PSHE related AQA Unit Awards.
- A dedicated Careers Lead (PSHE teacher supervised by Deputy Headteacher) will also take on the scheme of work for Careers across KS3,4 and 5. The Careers Policy for PBCS details the arrangements for Careers in line with the Gatsby benchmarks.

Cultural Capital

- Taken from the Non-Association Independent School Inspection Handbook, May 2019, Cultural Capital is *“the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement”*.
- Cultural Capital is embodied in Potters Bar Clinic School’s ethos, its collaboration with the multi-disciplinary team at all levels in delivering a holistic package of care and education. This education will empower young people to be on a pathway to become safe, responsible and resilient members of society.
- The cultural capital of young people at Potters Bar Clinic School will be delivered through lessons, their PSHE curriculum, Citizenship and community integration (delivered in collaboration with the Occupational Therapy team) and through KIT/key teacher/key student meetings. Every opportunity to embrace cultural capital for the young people will be made throughout their admission at Potters Bar Clinic School and as such there are week enrichment days either on a Tuesday or Thursday. Students are exposed to face to face or online speakers. These sessions are very practical and hands on.
- We recognise that being an inpatient in hospital can be somewhat isolating, therefore we provide opportunities to maintain contact with the outside world through means of ‘The Day’ publications, Newsround and general awareness of current affairs throughout the curriculum.

Relationship and Sex Education (RSE)

- Relationships and Sex Education is taught across all year groups as part of the discrete curriculum of PSHE and the Science curriculum. The curriculum has been adapted in order to reach all young people whilst they are admitted to hospital.
- The delivery of the curriculum is inclusive of all young people to ensure that they receive accurate, clear, comprehensive and up to date relationships and sex education that is LGBTQ+ inclusive and preparing them for responsibilities and experiences of life, developing positive attitudes to sexuality. Parent permission may be sought in some case and consultation with the hospital due to the nature and issues which have led to patient admission.
- All staff involved in the delivery of RSE will be sensitive to the young person’s experiences and emotions and some young people may require a higher level of support and input due to individual needs or past experiences.
- Potters Bar Clinic School’s RSE Policy provides further details regarding the intent and implementation of RSE within the curriculum.

- **Timetable Levels**

- In recognition of the wide-ranging presentations of our students, there are six timetable levels that the consultants may sign off for a pupil. Upon entry to the hospital, patients are assessed by a consultant psychiatrist. After the consultant psychiatrist has assessed the patients, they will sign a **New Admission TT Consultant approval document which indicate the timings that a young person can engage with school. If a young person is able to do more that the time that is signed off, the school will monitor their engagement for at least two weeks, then seek to increase the timings with the Consultant's approval**
 - Level One: 15 Minutes AM and 15 minutes PM, 150 minutes a week
 - Level Two: 30 Minutes AM and 30 Minutes PM, 300 minutes a week
 - Level Three: 1 Hour AM and 1 Hour PM, 600 minutes a week
 - Level Four: Three lessons a day, 900 minutes a week
 - Level Five: Four lessons/day, 1050 minutes a week
 - Level Six: Full Timetable (5 lessons/day), 1275 minutes a week
- Teachers/HLTA's/TA's are all responsible for delivery of subjects offered, and are responsible for maintaining the progress outlined in Potters Bar Clinic School's Assessment Policy.
- These timetable levels are in line with Potters Bar Clinic School's Attendance Policy. They are designed as a minimum standard for which young people to aim for, but not limited to. Young people who are able to access school upstairs will have a full timetable offered to them for the school day.

- **Monitoring for Quality Assurance**

- SLT will:
 - Have oversight of Potters Bar Clinic School's curriculum, conducting learning walks, and ensuring young people are on appropriate (yet challenging) pathways and timetable levels that are considerate of the young people's mental health.
 - Have responsibility for ensuring that the curriculum is being implemented effectively through high quality teaching and learning which will include access to regular CPD; regular work scrutinies; learning walks and lesson observations (as part of annual appraisals).
 - Senior Leaders will share good practice and be role models to staff in the delivery of the curriculum.
 - Attend CPA meetings to feedback on progress towards their ILP and curriculum studies
- The Headteacher will:
 - The Headteacher is responsible for reviewing and evaluating the curriculum for the school, and liaising with consultants and ward staff about how the curriculum is implemented, ensuring the Independent School Standards continue to be met in this area
 - The Headteacher will ensure that the evaluation takes into account the needs of the young people, and is responsive to the feedback that is received by staff. This will be reviewed on a regular basis to ensure all young people are able to access the curriculum.
 - It is the responsibility of the Headteacher to ensure that the curriculum policy is monitored and updated at least once a year.
 - Attend CPA meetings to feedback on progress towards their ILP and curriculum studies

- The Management Committee will:
 - Be responsible for monitoring this curriculum policy's effectiveness and holding the Headteacher to account for its implementation.
 - Take a close and regular interest in curriculum issues and should ensure that responsible staff are taking appropriate and timely action to develop young people's progress.
 - Ensure that staff are supported in being able to balance the high needs of these young people and their education.
- The KIT (equivalent to Tutor)/Key teacher will:
 - liaise with home schools, student and school staff to ascertain what subjects, exam boards and curriculum a student is following in their home school.
 - Set up the Individual Learning Plan (ILP) for the student and liaising with subject staff to ensure they set their subject area objectives half termly.
 - Meet with students on a 1:1 basis to assess progress towards their ILP objectives and liaise with school staff to adjust objectives on a case-by-case basis.
 - To meet with the Headteacher and or Deputy to feedback on progress students are making towards their ILPs.

The Key Teacher (pastoral equivalent to a Pastoral manager) will:

-Communicate with and update week parents on students' progress

- **Appendices**
 - Appendix 1 – Weekly Individual Education Plan (IEP)
 - Appendix 2 – CPA

APPENDIX 1-Weekly IEP

Name: Pupil A	DoB: 28/03/2007	Report date range: 06/12-12/12
Key teacher: KH	Admission: 09/05/24	Consultant: Dr CS

Attendance

Date Range	Percentage (%)	Weekly Attendance Summary	Attendance Target
4/11-7/11	84	Despite still being low in mood, Pupil A has made some effort to be in school; However, her engagement in school is below the 70% expectation. However as shown below, whilst she is present, she is refusing to work, meaning that she is currently unable to do any of the short courses we have found for her.	To continue to build on attendance upstairs
8/11-14/11	70		
15/11-21/11	60		
22/11-28/11	30		
29/11-05/12	20		
06/12-12/12	45		
13/12-19/12			
20/12-22/12			

Mental Health Functioning in Education

Mental Health Functioning in Education									
Dates:		4/11-7/11	8/11-14/11	15/11-21/11	22/11-28/11	05/12-29/11-	06/12-12/12	13/12-19/12	20/12-22/12
A	Adults	9	9	5	6	7	8		
B	Peers	6	7	6	6	7	6		
C	Concentration	6	7	3	2	4	5		
D	Motivation	6	8	3	2	4	5		
E	Hope	7	7	7	5	5	6		
MHFE total:		34	38	24	21	27	30		

MHFE Analysis	Weekly Trend Summary (06/12-12/12)	Half Termly Target
Communication with adults	Pupil A's level of communication with adults has increased slightly. She is currently concerned about mum's health and is verbalising this to members of staff as opposed to her previously keeping her worries in	To continue to engage with more adults.
Relationships with peers	Pupil A's relationship with her peers has decreased since last week, with her withdrawing more. Although Pupil A feels less confidence in small group lessons and activities, she needs to push herself and attempt to join more of these sessions as her future destinations, may require that she is educated in small group sessions.	To continue to interact with peers in a classroom setting – Pupil A will often request to be taught separately, but she needs to learn to work in a room with others.

Impact of Mental Health difficulty on ability to concentrate	Pupil A's concentration has increased slightly from the previous week. She has been able to complete small amounts of work, but this is with a lot of coaxing.	To continue to build on engagement and concentration in lessons – building up to working for longer periods of time.
Willingness to engage /Motivation	Pupil A's motivation has increased slightly from the previous week. She speaks of wanting to engage with school and doing work – we just need to make sure she follows through on her words.	Continue to engage in more activities in school upstairs.
Hope for the future	Pupil A's hope for the future has increased slightly from the previous week. She has started asking about exams again, and accepts that she need to work more in school to make this happen	To maintain her engagement in education and working towards her career goals.

Learning Focus Outcomes								
Subjects:	4/11-7/11	8/11-14/11	15/11-21/11	22/11-28/11	29/11-05/12	06/12-12/12	13/12-19/12	20/12-22/12
English	P	E	N1	N1	N1	N4		
Maths	M	P	N1	N1	N4	N3		
Science	M	N1	N4	N3	N4	N3		
Art	E	E	M	P	N1	M		
PSHE	N4	N1	N2	N1	N1	N2		
Health and Social Care	N1	N4	N1	N1	N2	N1		

Learning Focus Outcomes Key	
E	Exceeded objective
M	Meet objective
P	Partially met objective
N4	Stays in class for most of the lesson concentrating on therapeutic activities Engages in part of lesson, or in some lessons but still frequently rejects education
N3	Is able to concentrate on therapeutic/distraction activities for short periods Attends some lessons or part of some lessons but is non-compliant
N2	Is able to stay in the classroom for brief periods Refuses to attend lessons but will do some activities on the ward
N1	Unable to participate in lessons – stays on the ward Refuses to attend lessons and refuses to work on the ward

Subject Area for Development		
w/c (Date)	Subject Target	Progress towards Subject Target
12/12	To try to engage in all educational subjects by coming up to school and completing work	Pupil A has maintained her attendance. She now needs to ensure she does purposeful work during this time
02/12	To try to engage in all educational subjects	Pupil A has increased her attendance which is the first vital step. She now needs to ensure she does purposeful work during this time
25/11	To read through maths questions properly to understand what is required	Pupil A is working on understanding the key words to help her answer worded maths questions
25/11	<p>SEND Target:</p> <p>Teacher will:</p> <ul style="list-style-type: none"> -Provide routine the lessons with similar pattern -ensure lessons develop Pupil A's Literacy and Numeracy skills -create opportunities where Pupil A feels confident to work in small groups for at least 10 mins -use music to engage Pupil A in activities or discussions - provide sentence starters and a key word bank -Provide an overview of topic to be covered in each lesson and what is coming next. - Have instructions written down, use visual aids and avoid lengthy text. -Keep the environment calm, use visual aids to help with routine e.g. images of what topics are coming next. -Provide scaffolding to plan a logical approach. - provide clear success criteria of each lesson - provide pink sheets for Pupil A to write on and read from - Allow Pupil A to wear shades in lessons-Be aware of the lighting in the room i.e. glare from sun, using laminated sheets. -Read questions or text aloud. 	<p>This week, Pupil A worked on vocabulary development in maths and art.</p> <p>In art, Pupil A was given her sketch book to help with reviewing and consolidating her knowledge about colour mixing techniques.</p>
18/11	To read through maths questions properly to understand what is required	Pupil A is working on understanding the key words to help her answer worded maths questions

w/c (Date)	Weekly Accomplishment (Positive Accomplishments)
12/12/24	Pupil A is slowly starting to reengage with education, attending lessons and completing work two days in a row
05/12/24	Pupil A increased her attendance to 71% - over the school attendance goal!
25/11/24	Pupil A did not want to partake in school this week, but was always available when we were down on the ward and engaged in conversations
18/11/24	Pupil A has shown great determination by coming up to school daily despite sometimes not feeling well enough.

APPENDIX 2-CPA-6 weeks report

CPA Report



Name: Pupil B	DoB: 15 April 2008	CPA Date: 14 Feb 2025
Key Teacher: KH	Admission: 21 September 2023	Last CPA: 05 Jan 2025

Mental Health Functioning in Education						
Dates:	06 Jan	13 Jan	20 Jan	24 Jan	27 Jan	03 Feb
A Adults	7	7	7	7	8	8
13 Feb 2025 8 At ease when speaking with adults						
Pupil B has really come out of her shell this half term. She happily engages with all staff and has even been making jokes!						
B Peers	9	9	9	9	9	9
13 Feb 2025 9 Positive relationships with more than one peer, maintained over time						
As per the previous half term Pupil B has been building on her strong relationships on the ward as well as up in school. She is so supportive of the other young people .						
C Concentration	8	7	8	8	8	8
13 Feb 2025 8 Is able to concentrate sufficiently to start and complete short academic tasks independently						
Pupil B has been consistently coming up to school for a majority of the half term and is participating well in lessons. She has also been completing work independently in her spare time.						
D Motivation	7	6	7	7	7	7
13 Feb 2025 7 Engages more positively in elements of the IEP for half of lesson, or half lessons						
Pupil B has been working hard and engaging well in lessons which is amazing. She is even completing work independently!						
E Hope	7	7	7	7	7	7
13 Feb 2025 8 Regularly expresses hope for the future and is actively putting positive plans in place.						
Pupil B has been very focused on achieving her future goals and uses this to help motivate herself.						
MHFE total /50 since last CPA:	38	36	38	38	39	39

Learning Outcomes	E	M	P	N	X
E: Exceeded					
M: Met					
P: Partially Met					
N: Not Met					
X: Did Not Attend					
English					
Pupil B started engaging with English subject only recently. She has completed work on SPAG: various sentence types i.e. simple, compound and complex. She also engaged through the topic 'fact vs opinion' in texts. Pupil B was able to independently read two texts and answer Level 2 exam style questions related to the this topic as well as completing a self-assessment using green pen. This work showed that Pupil B will benefit from reviewing Tone, Audience and Purpose for reading and analysing texts. Pupil B seems to be willing to engage with Functional Skills Level 2 topics. Therefore, her focus of learning for next half term will to gain the skills necessary to sit the exam for the qualification.					
Maths					

KS3-4 Curriculum Pathway

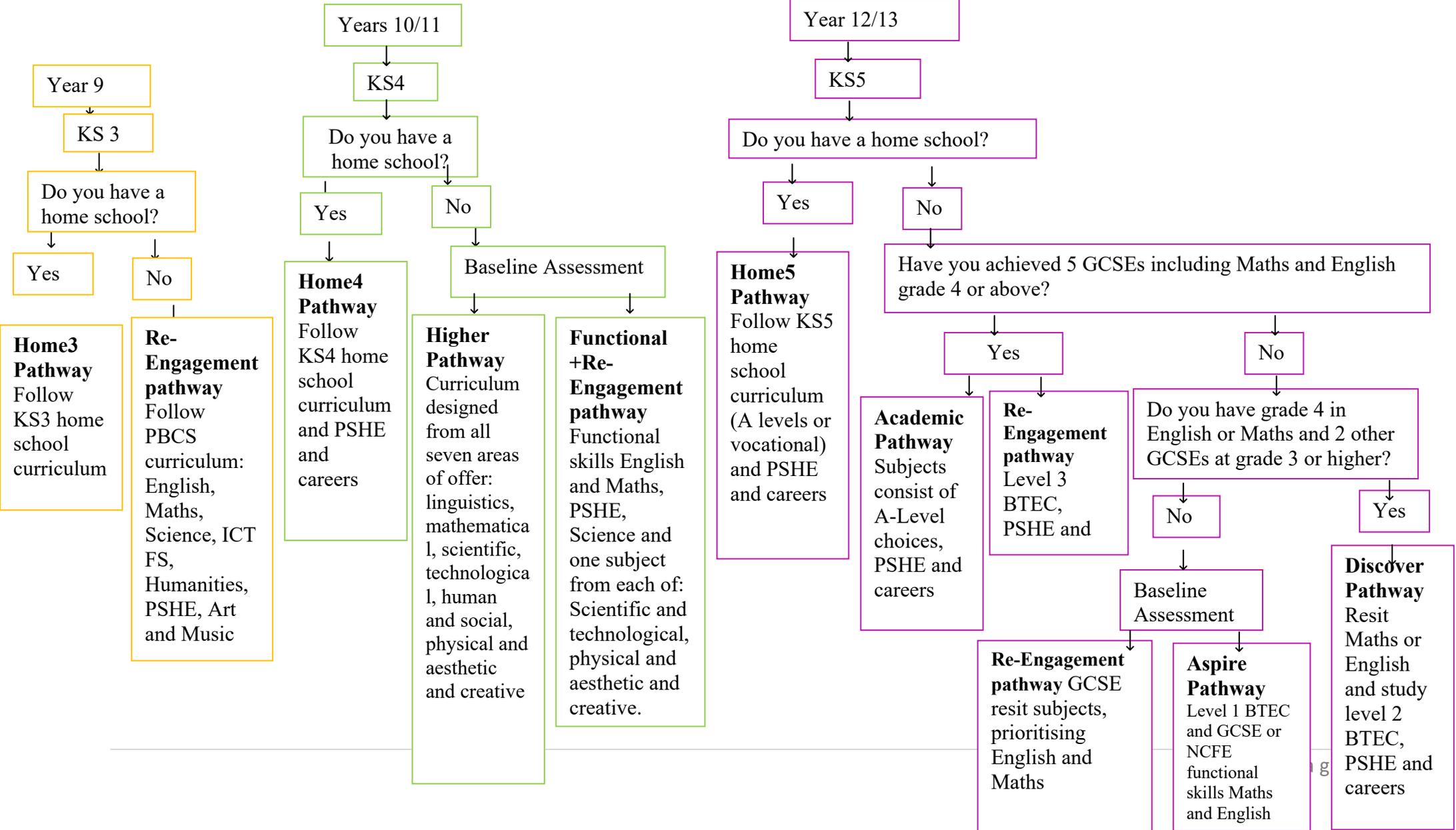
Pathway	Key Stage	Level	Compulsory Subjects	Humanities	<i>Technology and creative</i>	Careers	Modern Foreign Language (MFL)
Academic Pathway (for students from homeschool or academically able)	Key Stage (KS) 3-	KS 3/ Entry level	English, mathematics, Science (Termly Carousel Chemistry, Biology and Physics); PSHE/RSE, PE (delivered through Psychesoma)	Religious Studies+ Citizenship (compulsory), Psychology, History (2025/26), Geography (2025/26)	Year 9- NCFE Digital Functional Skills (DFS) Entry (Entry Level 3 and Level 1) or NCFE Essential Digital Skills qualifications, Art, music (enrichment)	Mapped into each subject delivery (End of each Half term, Enrichment)	French or Mandarin or (explored in 2025/26 and delivered through enrichment activities)
Re-Engagement Pathway (for school refusers-or those needing to be reintegrated in school)	Key Stage (KS) 3	KS 3/ Entry level	FS EL 1-3; L1 and 2 English, mathematics, Unit Awards; PE (delivered through Psychesoma)	Unit Awards related to a Humanities Subject	Unit Awards related to an ICT aspect	Unit Awards related to related to careers and aspects of careers units (1.e. Vision Board, Supporting, Statements, CV, Completing an Applications and Mock Interviews)	French or Mandarin (explored in 2025/26 and delivered through enrichment activities)

<p>Academic Pathway (for students from homeschool or academically able)</p>	<p>Key Stage (KS) 4 Years 10-11</p>	<p>Entry levels 1-3; FS L1-2, GCSEs, Unit awards</p>	<p>GCSE English, mathematics, Science (Chemistry, Biology and Physics), PE (delivered through Psychesoma)</p>	<p>Options-A Selection of at least one Religious Studies, Citizenship, Psychology, History (2025/26), Geography (2025/26)</p>	<p>NCFE Digital Functional Skills (DFS) Entry (Entry Level 3 and Level 1) or NCFE Essential Digital Skills qualifications, NCFE Levels 1 and 2 Certificate in Art and Design</p>	<p>Unit Awards related to related to careers and aspects of careers units (1.e. Vision Board, Supporting, Statements, CV, Completing an Applications and Mock Interviews)</p>	<p>French or Mandarin (explored in 2025/26 and delivered through enrichment activities)- If level 2 support is needed, the school will source additional resources.</p>
<p>Re-Engagement Pathway (for school refusers-or those needing to be reintegrated in school)</p>	<p>Key Stage (KS) 4 Years 10-11</p>	<p>Entry levels 1-3; FS L1-2, Unit awards</p>	<p>FS English, mathematics (EL1-3; Levels 1+2), Science-unit award</p>	<p>AQA Unit awards in: Religious Studies, Citizenship, Psychology, History (2025/26), Geography (2025/26)</p>	<p>AQA Unit Awards in a chosen topic</p>	<p>NCFE Level 1 Award in CV Writing NCFE Level 1 Award in Personal and Social Development Units Job Search Skills (D/502/3577) Interview Skills (K/502/3579)</p>	<p>French or Mandarin (explored in 2025/26 and delivered through enrichment activities)-</p>

KS5 Curriculum Pathway				
Pathway	Key Stage	Level	Subjects Offered	Optional Subjects
Academic Pathway (for students from homeschool or academically able)	Key Stage (KS) 5	Level 3	A'Levels or Level 3 <ul style="list-style-type: none"> • Mathematics • Biology • Chemistry • English Literature/English Language* • Sociology • Art • History • (*English Language-offered in 2025) • Health and Social Care BTEC Level 3 National Diploma/Extended Diploma Psychology 	<ul style="list-style-type: none"> • NCFE Units • AQA Units Awards
Transition/Re-sitters pathway (for students who may have a few Level 2s and are re-sitting a core subject or those re- sitting)	Key Stage (KS) 5 Years 12/13	Levels 2 and 3	Resit-L2s Maths, English, and Science	<ul style="list-style-type: none"> • L3 Option Select a level 3 from the list below- Mathematics • Biology • Chemistry • English Literature/English Language* • Sociology • Art

				<ul style="list-style-type: none">• History• (*English Language-offered in 2025)• Health and Social Care BTEC Level 3 National Diploma/Extended Diploma Psychology
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What year group is the young person in?



Year 9
↓
KS 3
↓
Do you have a home school?

Yes → **Home3 Pathway**
Follow KS3 home school curriculum

No → **Re-Engagement pathway**
Follow PBCS curriculum: English, Maths, Science, ICT FS, Humanities, PSHE, Art and Music

Years 10/11
↓
KS4
↓
Do you have a home school?

Yes → **Home4 Pathway**
Follow KS4 home school curriculum and PSHE and careers

No → **Baseline Assessment**

Home4 Pathway → **Home4 Pathway**
Follow KS4 home school curriculum and PSHE and careers

Baseline Assessment → **Higher Pathway**
Curriculum designed from all seven areas of offer: linguistics, mathematical, scientific, technological, human and social, physical and aesthetic and creative

Baseline Assessment → **Functional + Re-Engagement pathway**
Functional skills English and Maths, PSHE, Science and one subject from each of: Scientific and technological, physical and aesthetic and creative.

Year 12/13
↓
KS5
↓
Do you have a home school?

Yes → **Home5 Pathway**
Follow KS5 home school curriculum (A levels or vocational) and PSHE and careers

No → **Have you achieved 5 GCSEs including Maths and English grade 4 or above?**

Yes → **Academic Pathway**
Subjects consist of A-Level choices, PSHE and careers

No → **Re-Engagement pathway**
Level 3 BTEC, PSHE and

Re-Engagement pathway → **Re-Engagement pathway GCSE resit subjects, prioritising English and Maths**

Re-Engagement pathway → **Aspire Pathway**
Level 1 BTEC and GCSE or NCFE functional skills Maths and English

Do you have grade 4 in English or Maths and 2 other GCSEs at grade 3 or higher?

No → **Baseline Assessment**

Baseline Assessment → **Re-Engagement pathway GCSE resit subjects, prioritising English and Maths**

Baseline Assessment → **Aspire Pathway**
Level 1 BTEC and GCSE or NCFE functional skills Maths and English

Yes → **Discover Pathway**
Resit Maths or English and study level 2 BTEC, PSHE and careers