

Primary Curriculum at GHES



We aim for our Primary curriculum to meet the needs of our students at the point they join our service. We consider each student's unique situation and endeavour to identify and develop key skills, knowledge, and attitudes in order to minimise disruption to their learning and to prepare the student for transition into their next educational setting.

Through high quality and adaptive teaching, we seek to build on previous learning and identify any gaps and misunderstandings, with a focus on developing strong foundations, increasing confidence and resilience, and supporting students to re-engage with their learning. Many of our students are experiencing very challenging life events; it is important to have a curriculum that is both flexible and engaging, plus takes into consideration their individual situations. Our curriculum is holistic, in that it balances academic challenge with physical and mental health needs and emotional wellbeing.

Our offer to students depends on their initial referral, whether it is based on their medical health needs or through the Section 19 process. For those who are very unwell we offer face to face teaching in the home. Other students may benefit from teaching outside the home, either individually or in small groups, and online learning.

Our core offer consists of English, Maths and Science, based on the National Curriculum programmes of study. PSHE is also taught to every student. Where their health needs and interests allow, they may also be offered art. The amount they can access their learning is dependent on their health needs

New students all undertake initial baseline assessments in phonics (KS1), reading, writing and maths in order to ensure we have a targeted focus for our teaching. Students may have had lengthy periods out of school when they come to us or have cognitive impairment due to their specific health conditions; they may need to re-visit key skills and knowledge from earlier year group expectations or re-engage with their learning.

We offer curriculum pathways dependent on referral information and initial assessed needs: our Engagement Curriculum for students who are not yet ready to access formal learning; our Standard Curriculum with a focus on ensuring foundational knowledge and skills ; a Transition Curriculum to enable them to move onto their next education setting, be it familiar or new. For those students who are attending our group setting, we offer a thematic approach to their learning.

Our aim is for students to leave our service as self-reliant and independent learners who have developed positive relationships based on mutual trust and understanding. During their time with us, students show sustained engagement in their learning, increased motivations and reduced anxiety, enabling them to experience a sense of normality and connection. Ultimately, we want all students to transition confidently and successfully into the next stage of their education journey.



English



Our English curriculum has been carefully designed to meet the child's needs by building on previous knowledge and skills and developing fluency, vocabulary, and comprehension.

Acquiring and developing literacy skills is a key component of our Primary curriculum; students are encouraged to articulate and develop their ideas orally and actively engage with reading across the curriculum. R4P is also a key focus; teachers carry out reading conversations with students and reading is incorporated into every teaching session. We use VIPERS to progressively teach skills for reading.

We develop writing proficiency following an 'I do, we do you do' approach. We focus on ensuring key foundation skills of transcription and sentence-level mastery are fully embedded before moving students on. In Key Stage 1, our emphasis is on securing phonic knowledge and developing sentence construction and handwriting.

Resources we use for English include:

Essential Letters and Sounds phonics and readers, Oxford Reading Tree, VIPERS, Spelling Shed, Colourful Semantics



Our maths curriculum has a focus on number to reinforce and develop competency. We follow a mastery approach; that is, ensuring our students are secure in concepts and can use their understanding to solve unfamiliar problems and make links to prior learning. We use concrete, pictorial and abstract examples, according to the development of the individual student. We follow White Rose Maths; this scheme gives our students plenty of opportunities ensure firm foundations, revisit their learning and focus on appropriate mathematical vocabulary.



The primary science curriculum at GHES is based on developing scientific knowledge alongside the processes of scientific enquiry. It encourages curiosity, critical thinking and hands-on learning, helping pupils develop skills such as questioning, predicting, observing, recording and communicating their findings through practical investigations and exploration. There is a focus on developing and using scientific vocabulary within each unit.

Pupils either follow the science plans from their current school or if this is not appropriate; units developed by the GHES team which emphasises hands-on, practical experiences complemented by secondary sources such as books, videos and photographs. When teaching science in the home it is not always possible to cover all units, with this in mind the team has developed units suitable for KS1, LKS2 and UKS2. All resources and plans are provided for teachers in a bag for each unit. Some units also lead to an AQA award.



Our PSHE curriculum is based on the PSHE Association programme of study and is delivered through three key themes: Relationships; Living in the Wider World; Health and Wellbeing. In order to support students with sometimes challenging themes, teachers may adapt the curriculum where necessary according to their current needs. We also incorporate weekly Tech Awareness sessions for every student.