Gloucestershire Royal Hospital (GRH) Schoolroom Curriculum and Timetable (2016-2017)

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<th>9.00-9.30</th>
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<td>CROSS-CURRICULAR</td>
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<td>WEDNESDAY</td>
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<td>NUMERACY/Maths</td>
<td>11.15-11.30 Reflection</td>
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<td>LITERACY &amp; MUSIC</td>
<td>HISTORY &amp; MUSIC</td>
<td>WELLBEING</td>
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<td>FRIDAY</td>
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Note: The curriculum includes a variety of subjects and activities, including investigations, numeracy and literacy, careers workshops, and workshops on careers, art, computing, science, modern foreign languages, wellbeing, cooking and nutrition, history, music therapy, yoga and music therapy, and geography. Activities are scheduled throughout the day, with specific times allocated for each subject or activity.
GHES aims to provide a broad, individualised and relevant curriculum to all of our pupils enabling them to thrive and reach their potential.

The GRH Schoolroom has a timetable but due to the nature of the pupils and their needs the provision is very flexible and responsive. Pupils can join the Schoolroom and take part in the scheduled lessons. However, teaching can also take place by the bedsides or in the Oncology Unit.

GRH Schoolroom staff contact home-schools to ask schools to inform the teaching and planning for individual pupils as appropriate. The point at which schools are contacted is variable according to length of stay and whether a child or young person is well enough to access learning. For planned admissions schools are encouraged to send work with pupils to hospital and the GRH Schoolroom teachers are then able to work with pupils on the work set by school. The GRH Schoolroom works in close partnership with schools, parents and medical professionals to determine the best possible provision for pupils accessing the Gloucestershire Royal Hospital Schoolroom. On some occasions pupils may need to sit their GCSE examinations at the hospital. GHES work in partnership with schools to enable this to happen.

GRH Schoolroom Timetable:
The aim of the timetable is to provide a broad and balanced curriculum for all pupils accessing the GRH Schoolroom. Below is a more detailed explanation of some of the sessions:

Music Therapy (with a music therapist)

- Work with a diverse range of children and young people prioritising patients with additional needs, long-term hospitalisations, regular attenders and those struggling to engage.
- The instruments are percussion instruments, bells, shakers, ocean drum, bongos, hand drums, a guitar, an iPad, a xylophone and ukuleles.
- Group work is spontaneous, in the Schoolroom or by the bedsides. Music helps to create a feeling of cohesion, but also fun, engagement and interaction.
- Work with the children and young people with PMLD: mainly use the percussion instruments, guitar and voice.
- Music Therapy sessions are pupil-led, to encourage response to music and sounds they bring, using their vocal or physical actions as cues to play, and as tonal and rhythmic pointers.
- Use of songs (nursery rhymes, popular songs from films etc.) or songs which the parents say their child likes. This part of the session may include the parents.
- Use of music apps on the iPad as a way in/to assess whether song writing might be an option, or to choose songs to sing along with pupils.
Yoga (with Yoga teacher)

- Weekly Yoga sessions can take place in a pupil's bed, on a yoga mat, in a chair/wheelchair, by the side of the bed or in the Schoolroom.
- The session is divided into three parts: breathing, movement and relaxation.
- Each part of the lesson is clearly displayed on a yoga continuum (a washing line offering a visual prompt). Learning objectives and success criteria, specific to each aspect, are chosen from the line.
- Children can monitor their progress by placing a coloured peg at their starting point, moving this along the line as they achieve objectives, and noting their end point for a particular session.

Reflection Time: (John Thompson, Hospital Chaplain)
Weekly visit from the Chaplain, with opportunity for discussion / reflection on changing themes based on seasons, emotions, and celebrations according to various faiths, e.g. Harvest, Hajj and Firework Night etc.

Modern Foreign Languages:

- Students from Sir Thomas Rich 6th form visit the School Room weekly to converse / engage with pupils in modern foreign languages e.g. French, German and Spanish.
- Currently the focus is French though other languages might be available according to the cohort accessing the School Room. Please enquire if you have an alternative preference and we will try to accommodate this.

Investigation Time:

- Opportunity for teachers to meet new pupils and pupils to meet each other in a less formal session. It enables informal assessment which is essential for pupils new to the Schoolroom so that teaching can be pitched appropriately.
- Time is used to discuss and research current affairs using ‘First News’ (a children’s newspaper) as a stimulus or an important event might be the focus e.g. the Rugby Union World Cup, Football World Cup, Environmental issues etc.
- Reading is often the key focus either using the newspaper or books from Readwell/Readathon trolley.
- Sometimes we use artefacts/pictures as a stimulus for discussion.
- Sometimes GHES ‘Thought for the Month’ is the focus of a discussion.

Cross-curricular Workshop:

- This is a weekly topic based lesson the theme of which changes every two terms i.e. x 3 yearly.
DT Cooking and Nutrition:
- Each week pupils follow a recipe and engage in discussion about healthy living and learning through eating a balanced diet.
- Pupils are given the opportunity to practise and to become confident at a range of practical skills.
- Pupils learn how to upscale and downscale recipes in order to cater for the required amount of people.
- Pupils are provided with opportunities to design, make, evaluate and improve upon dishes.
- Pupils identify the different characteristics of ingredients and understand that food changes as it is cooked and prepared.

Wellbeing Curriculum
As a service we passionately believe that all pupils should have Careers education, PSCH EE (Personal, Social, Citizenship, Health and Economic Education), SMSC (Spiritual, Moral, Social and Cultural input) and SRE (Sex and Relationship Education) as part of their provision. We have now combined all 4 of these aspects and called it the GHES Wellbeing curriculum. In essence we believe that the GHES Wellbeing curriculum can be summarised in to 3 overarching aims for pupils:
- Understanding and developing yourself – growing, thriving and staying safe.
- Becoming the best you can be.
- Understanding the world around you and your place in it.
- Understanding and accepting others.

Wellbeing topics are always adapted and taught in an age-appropriate way. Examples of Wellbeing Curriculum topics include: Making and keeping friends, Gratitude – how it makes you happy and how to ‘grow’ gratitude, Different families Same Love (looking at different types of family units), E-safety, Anti-bullying week, Anti-radicalisation and British Values.

KS1 Reading Scheme
The GRH Schoolroom has the Oxford Reading Tree Scheme. However, there is flexibility and we can follow other reading schemes according to which school pupils attend.

September 2016