



Curriculum Policy

Next review: March 2026

Signed by:




Headteacher

Date: 01/03/2025

Proprietor

Date: 01/03/2025

Curriculum:

The Design of our Curriculum

Our curriculum design originates in the vision and values underpinning our education services and is designed specifically to reflect these and the unique ethos of our school.

Our vision is to offer support and aspiration to vulnerable young people as a SEMH (Social Emotional and Mental Health) school. This requires a flexible, adaptable curriculum structure and the ability to personalise experiences and outcomes for individual learners.

Our Vision

- Welcome every pupil to the Pebbles community and nurture them to ensure they settle to learning. We are specialist practitioners of trauma informed practice and design our experiences to deliver therapeutic education.
- Every individual is a valued and listened to member of our learning community and every member of the community has a voice.
- Our tenacious approach means we never give up and every young person receives their entitlement, even if they have had multiple education and care placements previously.
- Barriers to engagement are identified in partnership with our psychology team and approaches planned, implemented, and reviewed for pupils to ensure they are fully engaged in their own learning journey.

Our School Community Values

- Accountable- We accept responsibility for our own words, actions, and results, both individually and collectively.
- Considerate- We are respectful in our relationships with each other, the school environment and wider community.
- Collaborative- We work together to be more effective, efficient and fulfilled.
- Progressive- We give 100% in all that we do and approach everything with a 'can do' attitude.

Our Aims

- Plan and deliver a bespoke education package for every young person to meet needs, engage in learning, and ensure progress.
- Nurture and include every individual in our community.
- Provide a safe and supportive environment to support the growth of young people.
- Facilitate flexible experiences which allow young people to flourish in life after their time at school.
- Re-engage pupils in education and facilitate pride in their achievements, whatever they are.
- Ensure everyone in the community gets the support they need and feels safe in exploring their needs.

- Strive for excellence in our pedagogy (teaching), therapeutic support, enrichment activities, and skills development to give young people the best life chances.
- Develop skills for learning, life and work to equip for a rewarding work life after school.
- Encourage responsibility for outcomes by listening to pupil voice about the curriculum, organisation of the school day, and individual learning planning.
- Adopt a child centred, strengths-based approach to designing, implementing, and delivering our curriculum.
- Promote, incorporate, and base the delivery and implementation of our curriculum on Fundamental British Values (FBV) of:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect and tolerance for those with different faiths and beliefs
- School management and proprietors at Pebbles will ensure the legal duty to promote fundamental British Values is met by:
 - Setting an **ethos** that promotes FBV
 - Approving and aligning our **policies** with this ethos
 - Ensuring that FBV are visible in a rich, broad, and balanced **curriculum**
 - **Monitoring** how FBV are being promoted and upheld in our school
 - Taking appropriate action if anyone act to undermine FBV
- Promoting a therapeutic holistic curriculum that reflects the Framework for Assessment Triangle of Children in Need and their Families (2000) and Working Together to Safeguard Children (2023).

Structure

We design our curriculum around the challenges, needs, context, rights and wellbeing of our individual learners. Our curriculum incorporates three key areas:

- Literacy, Humanities, Citizenship and Exploring Different Cultures and Religions (extended to MFL)
- Science, Computing and Maths
- Personal, Social, Health and Wellbeing, (therapeutic) for life long learning, work experience, career development, creativity, therapeutic and cooking (life skills)

This structure allows the meeting of individual needs in a supportive and nurturing learning environment, ensuring that the capacities of our National Curriculum are at the core of our everyday practice.

Our learning experiences are focused on expert teaching using assessment for learning, active learning and incorporating personalisation and choice to engage learners to ensure our young people develop learning skills through application, breadth and challenge.

Celebrating achievements, regular feedback, a range of active and outdoor learning experiences and attention to individual needs and wellbeing, mean our young people develop self-esteem and confidence and re-engage with learning quickly. We

encourage discussion and cater for the interests of individual learners through flexibility, to ensure they develop the ability to contribute effectively in their future lives as responsible citizens.

To ensure the integrity of our aims, we continuously evaluate against the principles of the curriculum, specifically:

- Challenge and enjoyment: for engagement
- Breadth: for flexibility and building capacity for the future
- Progression: through clear planning for an individualised curriculum
- Depth: specialisation depending on interests
- Coherence and clarity: based on our vision and values
- Relevance: to young peoples' lives, interests and future
- Personalisation and choice to engage all our learners in learning

Equity and Flexibility

Equity, flexibility and compassion underpin our decisions about our young peoples' learning experiences. While the structure of our curriculum is clear, there is adaptability incorporated to meet the needs of our young people and change their experiences as required. As they have significant challenges in their lives and have suffered significant trauma in the past, health and wellbeing is a priority. The uniqueness of our setting requires more of a focus on this than in mainstream schools and our staffing, accommodation and curriculum structure reflects this. Our curriculum is designed to ensure young people's awareness of the diversity within society is developed and tolerance and compassion is built.

Review and development

Our curriculum is regularly reviewed and evaluated by all members of teaching staff, based on feedback obtained from our young people and a range of other evidence obtained from our self-evaluation framework. We take a collaborative approach to curriculum planning and the development of the curriculum offers a unique opportunity to build a responsive and relevant curriculum, through a shared understanding based on our visions, the capacities of the curriculum and bound together by clear principles of curriculum planning. Daily meetings of the whole staff will bring together the experiences of the day and celebrate successes and address challenges. Regular peer observations will provide feedback on learning experiences for discussions and half termly meetings will focus on an area of self-evaluation with a strong focus on the curriculum. This will ensure the needs of our learners continue to be met going forward.

Health and Wellbeing, Confidence, and Self-Esteem

Through our curriculum, we aim to ensure personalisation for our young people in their experiences to truly engage them in their learning. This will undoubtedly lead to

successes and achievements in a wide range of achievement, academically, in skills development, creatively and in independent living. These will be celebrated regularly. Compassion and understanding of peers will ensure our young people are prepared for life in a diverse society.

Depending on the young person's situation, the celebration of this achievement and success is appropriate for their prior learning and experiences. This will be celebrated in a range of ways appropriate to individuals and will ensure equity and the meeting of individual needs. It is vital that learning experiences facilitated by our curriculum build confidence and self-esteem to ensure engagement and inclusion.

Wider Skills

Our curriculum is designed to develop wider skills. These will be modelled through day-to-day learning experiences and interactions. Transferable skills will be incorporated in our curriculum to ensure value is added to our young people, so they can function as responsible and independent citizens and break the cycle of trauma and negative lifestyles, which are detrimental to quality of life for our young people. Our young people will be encouraged to talk about and reflect on the skills they have developed and how they are applicable to the world of work and functioning in society. They will develop an understanding of their strengths and interests and apply this to the world of work to formulate an action plan for their future, appropriate to their situation and abilities. Young people will be encouraged to develop their creativity and enterprise skills, which may include: enterprising learning activities and partnerships with local schools, community groups, potential employers and other activities relevant to their interests (i.e. equine therapy, sport and exercise, health and beauty, music and drama).

Curriculum Connections

Our curriculum is based on inter-disciplinary learning and connections between curricular areas. Linked themes are planned to support pupils make sense of their learning as they progress through the academic year and across different subjects. For example, Literacy can be learned and assessed through themes related to Humanities and PSHE as well as an individual subject (reading and writing) and Mathematics through themes in Science (volume, weight) as well as through life skills Maths (through experiential learning) and Mathematics in its own right (algebra, addition, subtraction, etc). There will be a strong focus on oracy as a key communication skill across all subjects and embedded throughout the school day.

Curriculum Development

The ongoing evaluation of our curriculum is central to ensuring excellent experiences for all our young people. This is supported by our self-evaluation framework, which focuses on young people's experiences and ensures professionals are reflecting continuously on the curriculum and their practice.

Successful partnerships with other schools, community groups, colleges, potential employers and other partners will encourage us to look outside our own practice and share good practice with others to continuously improve our practice.

Our collegiate ethos ensures sharing of good practice and a mechanism for developing ideas and strategies for improvement in our curriculum. Daily meetings allow this, and our supportive and inclusive culture encourages shared/distributed leadership of the curriculum.

Learning Pathways

Our curriculum is flexible and adaptable to individual needs, and our procedures in place for initial assessment, tracking and monitoring individual achievements and progress will ensure there are numerous pathways identified for young people to progress in their learning depending on their ability, prior learning and skills, interests and aspirations. On admission, detailed information is collected and collated from all sources available to ensure we have a holistic view of the child and the impact, in all contexts.

Behaviour, mental health and well being are recorded and monitored daily. Relevant stakeholders are flagged automatically, ensuring immediate sharing of information to alert staff to trends that need safeguarding.

Regular liaison with all relevant stakeholders will take place as regards the child's education. Staff will attend all statutory and educational meetings in regards to the child in our provision to promote a multi agency and collaborative approach in the best interest of the child.

Our curriculum allows for alternative pathways to progression, attainment and accreditation. This is achieved through external partnerships, which may include: ASDAN, Prince's Trust, Duke of Edinburgh, Functional Skills registration and outdoor/experiential learning.

Pebbles curriculum is delivered in school, full time. For those pupils who are unable for whatever reason, to attend full time education in a school setting, appropriate work will be provided, with opportunity for regular communication and assessment to inform gaps in learning, misunderstanding of key concepts and interventions.

High quality learning experiences, facilitated through quality first teaching, achieved through validated self-evaluation and ongoing CPD, ensure our young people can access the curriculum and achieve positive outcomes.

The School Day

Young people will start their school day in a restful and reflective manner during 'transition time.' This will allow for a positive start to the school day and a chance to integrate into the environment and socialise at the start of the day. As some young

people may travel with their care workers/social workers, this allows a chance to acclimatise to the situation.

During this time, there will be mindfulness, relaxation, and quiet reading opportunities in a relaxing and supportive environment. This period will be used for them to record or discuss their wellbeing status with form tutors and work independently at their own pace and level on intervention programmes, to improve their mathematics, reading and comprehension skills.

The day will be split into morning and afternoon sessions to support the formal and vocational curriculum. Each session will be devoted to a curriculum area or personal development focus, with flexibility to vary the subject/content/activities to reflect learners' needs within the session.

Young people will be grouped according to their general ability level - this will allow learning to cater for differing needs. There will be further differentiation within groups if required. Pupils will be able to access 1:1 support to meet need, reduce gaps and lags due to prior prolonged periods out of education. Therapeutic sessions will be built into the timetable where needed.

Afternoon Activities

To support engagement and inclusion, learners will experience their learning in 'academic' curricular areas in the mornings and experience activities for wider interests, outdoor learning, interdisciplinary learning, employability, creativity, enterprise and skills development and independent living skills during structured and planned afternoon activities. The outline for each of the afternoons is flexible to meet individual pupil need and interest and therefore interchangeable. The following principles should be adhered to:

- Flexibility to meet needs
- Personalisation and choice
- Challenge and enjoyment
- Relevance
- Developing literacy and numeracy
- Contributing to wellbeing and self-esteem
- Supporting interdisciplinary learning
- Raising attainment and achievement

Throughout the week, the following areas of the curriculum will be offered:

- Physical Education/Outdoor Learning
- Wider achievement/personal interests
- Community engagement/outdoor learning
- Project work/interdisciplinary learning
- Employability, creativity, enterprise and skills development
- Health and wellbeing/wellness
- Independent living skills (cooking)

Accreditation

Along with accreditation in KS4 within core subject areas (English, Maths, Science and Computing), the wider achievements of our young people will be recognised through qualifications from various awarding bodies as appropriate to the individual young person. Examples of accreditation are:

- CoPE (Certificate of Personal Effectiveness) awards (ASDAN)
- PDP (Personal Development Programme) Bronze, Silver and Gold
- Vocational Tasters (Asdan)
- Asdan Short Courses
- PSHE - Asdan - Bronze, Silver and Gold
- John Muir Award/ Prince's Trust Award
- Personal Development Award (community involvement)
- Volunteering awards
- Eco Schools – recognition for the school community
- Uniformed Emergency Services
- NQF awards linked to interests at various levels – e.g. mountain biking
- BTEC Level 1 and 2 in Home Cooking Skills
- Functional Skills – Pass Functional Skills

UK Cross Qualifications Boundaries

Pebbles recognises and acknowledges that, due to the transitional nature of residential placements for our young people and to ensure they are not out of education for prolonged times during these transitions, the Pebbles curriculum has been adapted for transferability.

Pebbles acknowledges that the residential placements are usually out of area, out of England and placed in other parts of the UK (Scotland and Wales). To ensure a smooth transition, avoiding any lost days in education or past education achievement and progression, Pebbles applies and will look and acknowledge cross border qualifications.

Assessment

By the end of each term staff will discuss pupil progress towards outcomes (academic/personal/EHCP) with the pupil, parents/carers and other key stakeholders. This will give opportunity for SMART targets to be reviewed and adjusted each half term.

Teaching staff monitor the child's progression and attainment through:

- Baseline Assessment
- Formative and Summative Assessment

These are monitored and reviewed through:

- Weekly lesson plans
- Daily feedback reports
- Daily wellbeing, attendance, and behaviour logs
- Monday staff meetings
- Termly reports and data capture

Our students may require alternative pathways for progression and achievement.

Many students are not functioning at their chronological age due to many disruptions in their educational pathway: those in Child Protection, Children Looked After (CLA), frequent residential placement moves (often out of area), a system that imposes bureaucratic delays on those vulnerable not receiving the required education input and exhibiting adverse childhood experiences that hampers and prevents engagement.

Pebbles adapts the assessment system to 'fit' the child's need and enable them to progress and attain, at their own pace and within the external factors that have placed limitations (barriers) on them.

Assessment without levels gives us the opportunity to develop our own approaches to assessment that focus on teaching and learning which is tailored to the curriculum.

Final report on the commission on Assessment without levels (September 2015):

https://assets.publishing.service.gov.uk/media/5a808bf9ed915d74e33fb0c7/Commission_on_Assessment_Without_Levels_-_report.pdf

Assessment will be holistic and address and record (termly reports), therapeutic, academic, social and affective. In addition to mental health, wellbeing and physical activity interventions and provisions that have aided engagement, progression and attainment.

Assessment is for our young people to experience success, step by step and to develop hope and faith that they have a future.

Assessments : Pupil transition and reintegration

Pupil Transition

All children initially entering Pebbles will be supported during a period of transition to complete a series of assessments to gauge attainment levels (English/Maths) and understand developmental need. We aim to complete this during the first 6-8 weeks of arrival, however this may differ for each pupil. During this period:

- Pupil Profile/Risk Assessment will be completed
- A series of assessments and observations will be performed

Rationale:

- Identifying the starting point/stage of pupil to monitor progression
- Developing an awareness of the child's individual strengths and needs

- Identifying relevant and sustainable progression options
- Identifying additional support needs to tackle any barriers identified
- Establishing goals and strategies as part of a child's action plan
- Formulate the Provision Pathway Plan (includes, if appropriate, Post 16 options and a transition plan for a career path)
- Identify and apply the provisions
- Matching resources to individual needs
- Inform the local services of any gaps or provision of services.
- Request for further investigation (initially, Internal through Pebbles Psychology department or external)
- Set immediate short-term targets
- Monitor daily, report daily on feedback reports
- Review short term targets half termly
- Review long term targets termly
- Adjust and change as needed
- Termly Assessment Reports to all relevant stakeholders and child

Becoming an Exam Centre

Access Arrangement:

<https://qualifications.pearson.com/en/support/support-topics/centre-administration/becoming-a-centre.html>

Appendices

New [Curriculum resources | Oak National Academy](#) (8 November 2024)

Appendix 1:

- Curriculum Links - Key stage 3 and 4
- Work schemes KS3/KS4
- Core Subject Teaching Resources and platforms
- Broader Curriculum, Mental Health , wellbeing and therapeutic Teaching Resources and platforms
- Curriculum Plan Overview (summary)
- RSHE - New curriculum legislation and parental rights

Appendix 2:

- Multiagency report template
- Pupils report

Appendix 1

Curriculum Links

Key Stage 3 and Key Stage 4

Overviews

The Pebbles 'basic' school curriculum includes:

- ['national curriculum'](#),
- [relationships, sex and health education, and religious education](#).

Pebbles Education as a [Private schools](#) does not have to follow the national curriculum but the curriculum taught must be broad and balanced; including English, Maths, Science, Relationships and Sex Education and Religious Education.

Pebbles uses the national curriculum for our [secondary schools](#) as a guideline, to ensure:

- Continuity and standardisation in subjects
- Measured levels of achievement and progression for each child.
- Bespoke timetables and curriculum content aimed at the child's present diagnosed level.
- Pebbles will utilise adapted teaching strategies to address developmental and academic gaps and lags in 'missing foundation skills and knowledge'

Key Stage 3 and Key Stage 4

Age	Year	Key Stage
11-12	7	KS3
12-13	8	KS3
13-14	9	KS3
14-15	10	KS4 - Some children take GCSE's/Functional Skills
15-16	11	KS4 - Most children take GCSE's/Functional Skills

Key Stage 3 and Key Stage 4

Pebbles curriculum comprises of:

- Compulsory [national curriculum](#) subjects are English, Maths, Science, Humanities (History and Geography), Exploring Different Cultures (MFL), Creativity (DT, Art and Design), PE, Citizenship, Computing, Music/Drama (pupil interest).
- [relationships, sex and health education](#)
https://assets.publishing.service.gov.uk/media/62cea352e90e071e789ea9bf/Relationships_Education_RSE_and_Health_Education.pdf.
- Pebbles acknowledges the legislative and statutory changes, the removal of content in delivery for RSHE.
- In relation to this, Pebbles Education uses Jigsaw as a current teaching resource which is aligned with the statutory policy on [relationships, sex and health education](#).
- Pebbles acknowledges until new legalisation is released, Pebbles will recognise the Human Rights, democratic freedom of expression of those in our education care. Pebbles are cognisant that LGTB inclusion has been removed from the PSHE curriculum and will access the support on offer to counter homophobic, biphobia and transphobic bullying and abuse.

Jigsaw DfE RSHE Update

- The Department for Education draft review of the statutory guidance on RSHE (Relationships, Sex, Health Education) in England was released for consultation in May. That consultation has now closed, and we are now awaiting further guidance from the DfE.
- As a provider of comprehensive PSHE resources and training, Jigsaw Education Group understands the significance of ensuring that education on relationships, sex and health is relevant, age-appropriate, inclusive, and meets the needs of all pupils.
- We have responded in full to the consultation process, recognising the need for some of the new topics and considerations that have been added since the 2019 guidance, but also raising significant concerns about other aspects that contradict current evidence and good practice in PSHE that could leave schools in a difficult position with less, rather than more, clarity that the guidance stated it would bring.
- The initial indications were that, following this consultation, a final version was likely to be released in the Autumn. However, with the change of government there is a chance that this new guidance for RSHE in England may be delayed further, which would also allow for the concerns that many individuals and organisations have raised to be carefully addressed.
- Either way, we would like to reassure our schools that all the online Jigsaw PSHE 3-16 teaching materials meet the current statutory expectations for RSHE (DfE, 2019), and if and when any new guidance is published you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of children and young people.

Religious Education (RE)

- RE is not part of the National Curriculum and there is no requirement in independent schools for religious education per se.
- Pebbles teaches RE though the theme of Exploring Different Cultures and Religions to reflect its policy of inclusion, to promote the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Parents can ask for their children to be taken out of the whole lesson or part of it.

Whole School Curriculum Overviews:

	Darwin School		Pebbles Care and Education			
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value Focus	Accountability	Consideration	Collaboration	Progression	Community	Celebration
ENGLISH	Reading and Writing Non-Fiction Spoken Language Individual Presentation	Reading Pre-20 th Century Fiction Writing Fiction	Reading Shakespeare	Reading and Writing Poetry Spoken Language Reciting Poetry Performing own Poem	Reading Contemporary Fiction	Reading Contemporary Fiction Spoken Language Discuss and Debate
MATHS	Algebraic Thinking	Place Value and Proportion	Applications of Number	Directed Number Fractional Thinking	Lines and Angles	Reasoning with Number
SCIENCE	Cells and Organelles (Biology)	Reproduction (Biology)	States of Matter and Separating Mixtures (Chemistry)	Atoms and the Periodic Table (Chemistry)	Energy Changes and Transfers (Physics)	Forces (Physics)
COMPUTING	Clear messaging in digital media	Computer networks and data transmission	Using media to gain support for a cause	Using fundamental programming constructs in a block-based language	Physical computing using the gpio4k	Data modelling
HUMANITIES	Map Skills (Geography)	The Norman Conquest (History)	Coasts (Geography)	England under Henry II (History)	Enough for Everybody (Geography)	Local History Study (History)
CREATIVITY	Identity Project	Art Techniques	Pop Art	World Art Project	Artist Spotlight	Local Art and Sculpture
PSHE	How do I fit into the world I live in?	Do we need to feel 'the same as' to belong?	Can my choices affect my dreams and goals?	To what extent am I responsible for my mental and physical health?	What can make a relationship healthier or less healthy?	How do I feel about becoming an adult?

	Darwin School		Pebbles Care and Education			
YEAR 7	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CITIZENSHIP	Citizenship - what's it all about?	What are our identities and our communities?	What rights should all children have?	How does local democracy work?	What is crime?	How can we make a difference in our communities?
COOKING SKILLS	Food and Cooking	Food and Cooking	Food and Cooking	Food and Cooking	Careers in Food	Community Project
RE	Bik: how do I interpret the world around me?	Abraham: what is the significance of covenants for Jews, Christians and Muslims?	Prophethood: how are Abrahamic faiths connected through prophets?	Denominations: why did the Christian Church become diverse?	Dharma: how is this interpreted and put into action?	Social justice: how might Sikhs fight for equality?

	Darwin School		Pebbles Care and Education			
YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value Focus	Accountability	Consideration	Collaboration	Progression	Community	Celebration
ENGLISH	Reading and Writing Non-Fiction Spoken Language Individual Presentation	Reading Pre-20 th Century Fiction Writing Fiction	Reading Shakespeare	Reading and Writing Poetry Spoken Language Reciting Poetry Performing own Poem	Reading Contemporary Fiction	Reading Contemporary Fiction Spoken Language Discuss and Debate
MATHS	Proportional Reasoning	Representations	Algebraic Techniques	Developing Number	Developing Geometry	Reasoning with Data
SCIENCE	Health and the Human Body (Biology)	Photosynthesis and Respiration (Biology)	Chemical Reactions (Chemistry)	Earth and Atmosphere (Chemistry)	Electricity and Magnetism (Physics)	Space (Physics)
COMPUTING	Developing vector graphics	Computer systems and data science	Developing for the Web	Data representation: text and numbers	Mobile app development	Introduction to Python programming
HUMANITIES	Weather and Climate (1-6) (Geography)	Henry VIII and the Reformation (History)	Weather and Climate (7-14) (Geography)	Elizabeth I (History)	Polar Regions (Geography)	English Civil War (History)
CREATIVITY	Identity Project	Art Techniques	Pop Art	World Art Project	Artist Spotlight	Local Art and Sculpture
PSHE	Can I choose how to fit into the world?	How different are we really?	Can the choices I make now influence my future?	Can I become more responsible for my health and happiness?	How much should what and who we are around us impact our self-worth?	What factors can make an intimate relationship happy and healthier?

	Darwin School		Pebbles Care and Education			
YEAR 8	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CITIZENSHIP	How does the political system work in the UK?	How does the media affect us?	What is the law and how is it changed?	How can citizens bring about change?	Why was the struggle for the vote important today?	What can we do about global problems?
COOKING SKILLS	Diet and Health	Diet and Health	Diet and Health	Diet and Health	Careers in Food	Community Project
RE	Ethics: how do we know what is 'good'?	Jesus: How do Abrahamic faiths view Jesus differently?	Buddhism: how significant are the three jewels to Buddhists?	Suffering: Can Christian theology overcome the problem of evil?	Psychology of Religion	Knowing God: does religious experience prove God exists?

	Darwin School		Pebbles Care and Education			
YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value Focus	Accountability	Consideration	Collaboration	Progression	Community	Celebration
ENGLISH	Reading and Writing Non-Fiction Spoken Language Individual Presentation	Reading Pre-20 th Century Fiction Writing Fiction	Reading Drama	Reading and Writing Poetry Spoken Language Reciting Poetry Performing own Poem	Reading Seminal World Literature	Reading Contemporary Fiction Spoken Language Discuss and Debate
MATHS	Reasoning with Algebra	Constructing in 2 and 3 Dimensions	Reasoning with Number	Reasoning with Geometry	Reasoning with Proportion	Representations and Revision
SCIENCE	Inheritance and Evolution (Biology)	Ecosystems and Interdependence (Biology)	Acids and Alkalis (Chemistry)	Materials and Recycling (Chemistry)	Motion and Pressure (Physics)	Waves (Physics)
COMPUTING	Python programming with sequences of data	3D animation	Using data science	Data representation: images and sound	Introduction to cybersecurity	Data structures and machine learning using the micro:bit
HUMANITIES	Geography in the News (Geography)	World War 1 (History)	Climate Change (Geography)	World War 2 (History)	Climate Change (Geography)	The Holocaust (History)
CREATIVITY	Identity Project	Art Techniques	Pop Art	World Art Project	Artist Spotlight	Local Art and Sculpture

	Darwin School		Pebbles Care and Education			
YEAR 9	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PSHE	Consider to what extent does the world I live in affect my identity?	Is being different a good thing?	Who do I dream of becoming?	How can substances impact on wellbeing?	Can relationships ever be equal?	How can change affect mental health?
CITIZENSHIP	How is the UK governed?	Are people treated equally in UK society?	Why do people move around the world?	How can we manage money well?	Can digital democracy increase political participation?	How can young people play and active role in democracy?
COOKING SKILLS	Making Choices	Making Choices	Making Choices	Making Choices	Developing Skills for Adulthood	Community Project
RE	Religious law: What is the, social context and relevance today?	Rebels: should we embrace or challenge authority?	Census: How has the landscape of belief changed in Britain?	Changing world: How does religion address modern issues?	Matriarchs: Are the women of the Bible victors or victims?	Christianity: How have the experiences of the Global South shaped it?

Y10 Curriculum Map		Darwin School			Pebbles Care and Education	
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value Focus	Accountability	Consideration	Collaboration	Progression	Community	Celebration
ENGLISH	Narrative and descriptive writing	Explorations in creative reading	Writing to express a viewpoint	Writer's viewpoints and perspectives	Spoken Language (Individual) Revision Workshops	Mock Exams Preparing for Exams
MATHS	Similarity	Developing Algebra	Geometry	Proportions and Proportional Change	Delving into data	Using number
SCIENCE	GCSE Biology Cell biology	GCSE Biology Organisation	GCSE Biology Infection and response	GCSE Biology Bienergetics	GCSE Biology Homeostasis and response	GCSE Biology Inheritance, variation and evolution
COMPUTING	Online safety	Independent project	IT and the world of work	Independent project	Using data science and AI tools effectively and safely	Independent project
CREATIVITY	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts
PSHE	Is managing my online and offline world within my control?	Does difference result in inequality?	Is success only possible when physical and emotional needs are in balance?	When it comes to health, to what extent am I in control?	Is love all you need?	Can all change be positive in some way?
CITIZENSHIP	How are community identities changing?	What tools can we use to challenge injustice in our communities?	What are the strengths and weaknesses of the UK democratic/legal system?	How does the economy work? What has the UK economy got to do with me?	How does the media hold those in power to account?	How can we make a difference in society? Active citizenship project

Y10 Curriculum Map		Darwin School			Pebbles Care and Education	
YEAR 10	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COOKING SKILLS	BTEC L1 Home Cooking Skills	BTEC L1 Home Cooking Skills	BTEC L1 Home Cooking Skills	BTEC L1 Home Cooking Skills	BTEC L1 Home Cooking Skills	BTEC L1 Home Cooking Skills
RE	ASDAN Beliefs and Values Values, Beliefs and Decision-Making		ASDAN Beliefs and Values Environment		ASDAN Beliefs and Values Crime and Punishment	

Y11 Curriculum Map		Darwin School			Pebbles Care and Education	
YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
School Value Focus	Accountability	Consideration	Collaboration	Progression	Community	Celebration
ENGLISH	Narrative and descriptive writing	Explorations in creative reading	Writing to express a viewpoint	Writer's viewpoints and perspectives	Spoken Language (Individual) Revision Workshops	Mock Exams Preparing for Exams
MATHS	Graphs	Algebra	Reasoning	Revision and Communication	Revision	Examinations
SCIENCE	GCSE Biology Ecology	GCSE Biology Key ideas	GCSE Biology Revision	GCSE Biology Revision	GCSE Biology Revision	GCSE Biology Examinations
COMPUTING	Digital media	Using physical computing to create a robot buggy	Spreadsheets	Using IT in project management		
CREATIVITY	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts	ASDAN Expressive Arts
PSHE	Are we in the adult world at 16?	Can I rely on myself to achieve my goals or do I need luck or destiny?	Should relationships, sex and sexual health be discussed more openly?	Is it possible to stay true to yourself and be in healthy relationships?		

Y11 Curriculum Map		Darwin School			Pebbles Care and Education	
YEAR 11	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
CITIZENSHIP	What is the nature of the British Constitution?	Where does power reside in the UK?	How do others govern?	Should the UK be called a democracy?	How can we prepare well for financial decision making?	How is UK society diverse and changing?
COOKING SKILLS	BTEC L2 Home Cooking Skills	BTEC L2 Home Cooking Skills	BTEC L2 Home Cooking Skills	BTEC L2 Home Cooking Skills	BTEC L2 Home Cooking Skills	BTEC L2 Home Cooking Skills
RE	ASDAN Beliefs and Values Peace and Conflict		ASDAN Beliefs and Values Creed		ASDAN Beliefs and Values Inspiration	

Key Stage 3

Subject	Link to DfE Documents	Link to examples of KS3 schemes of work and resources
English	English programmes of study: key stage 3 (publishing.service.gov.uk)	Free KS3 English teaching resources Oak National Academy (thenational.academy)
Maths	Mathematics programmes of study: key stage 3 (publishing.service.gov.uk)	Maths & Science resources CPD courses White Rose Education
Science	Science programmes of study: key stage 3 (publishing.service.gov.uk)	Free KS3 Science teaching resources Oak National Academy (thenational.academy)
History	National Curriculum - History key stages 3 and 4 (publishing.service.gov.uk)	Free KS3 History teaching resources Page 1 of 3 Oak National Academy (thenational.academy)
Geography	National Curriculum - Geography key stages 3 and 4 (publishing.service.gov.uk)	https://www.twinkl.co.uk/resources/keystage3-ks3/keystage3-ks3-geography/keystage3-ks3-geography-ks3
Modern Foreign Languages (Languages Week)	National Curriculum - Languages key stage 3 (publishing.service.gov.uk)	Free KS3 Spanish teaching resources Oak National Academy (thenational.academy) Free KS3 German teaching resources Oak National Academy (thenational.academy) Free KS3 French teaching resources Oak National Academy (thenational.academy) https://www.languagegenut.com/ Language Nut
Design and Technology	National Curriculum - Design and technology key stages 3 and 4 (publishing.service.gov.uk)	Free KS3 Design and technology teaching resources Oak National Academy (thenational.academy)
Art & Design (Creativity)	National Curriculum - Art and design key stage 3 (publishing.service.gov.uk)	Free KS3 Art and design teaching resources Oak National Academy (thenational.academy)

Music (as per pupil interest)	National Curriculum - Music key stage 3 (publishing.service.gov.uk)	Free KS3 Music teaching resources Oak National Academy (thenational.academy)
Physical Education	National Curriculum - Physical education key stages 3 and 4 (publishing.service.gov.uk)	Free KS3 Physical education teaching resources Oak National Academy (thenational.academy)
Citizenship	National Curriculum - Citizenship key stages 3 and 4 (publishing.service.gov.uk)	Free KS3 Citizenship teaching resources Oak National Academy (thenational.academy) Jigsaw (jigsawpshe.online)
And Fundamental British Values	https://assets.publishing.service.gov.uk/media/5a758c9540f0b6397f35f469/SMSC_Guidance_Maintained_Schools.pdf	SMSC development reflected throughout the curriculum and embedded in the values and ethos of the school.
Computing (Core)	National Curriculum - Computing key stages 3 and 4 (publishing.service.gov.uk)	Free KS3 Computing teaching resources Oak National Academy (thenational.academy) Boost - Courses Resources Lessons eBooks Knowledge Tests (boost-learning.com) Progression chart Computer Progression Chart Hodder.pdf Jigsaw (jigsawpshe.online)
Relationships, Sex and Health Education	Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)	
Religious Education	untitled (publishing.service.gov.uk)	Free KS3 Religious education teaching resources Oak National Academy (thenational.academy)
PE	https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY_nati	TES all-12807408 PE KS3.zip Ages 11- 14

	onal curriculum - Physical education.pdf https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study	Pupils have opportunities to engage in house, external partners, and utilise planned afternoon activities as their outdoor and therapeutic interventions e.g. Equine therapy, daily walks, climbing wall (we aim for 30 mins per day).
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Key Stage 4

During Key Stage 4 most pupils work towards national qualifications - usually GCSEs. The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English Language
- Maths
- Science (Single Award)

Foundation subjects are:

- Computing
- Physical Education
- Citizenship

Pebbles will offer (at least one) subjects from each of these areas:

- ASDAN Short Courses
- Food Technology
- Sport and Fitness

Including: [relationships, sex and health education, and religious education \(RE\)](#)

Functional Skills

Curriculum links: work schemes

Functional Skills Funding in Apprenticeships

The Government has decided to extend the LDD apprenticeships English and Math's flexibilities pilot to allow all providers to benefit from a flexibility in the English and Math's rules from the funding year 2024-25. Usually, a Level 2 apprentice needs to achieve Level 1 English and Math's if they do not hold those qualifications or a proxy. A Level 3 apprentice needs to achieve level 2 English and Math's. However, learners with an EHCP or an LDA can work towards Entry 3 instead.

This extension of the pilot means that apprentices with SEND needs, but no EHCP or LDA, can now work towards Entry 3 as well. The provider's SENDCo will be allowed to carry out additional assessments of needs and judge if a learner can be granted this flexibility. You can access the funding document here:

- [Apprenticeship funding rules | August 2024 to July 2025.](#)

This article from FE Week on the pilot is an interesting read and is available here: [SEND apprenticeship pilot proving a hit.](#)

Subject	Link to DfE Documents	Link to examples of KS4 schemes of work/specifications
English	https://assets.publishing.service.gov.uk/media/5a7585a1ed915d731495a9dd/KS4_English_PoS_FINAL_170714.pdf	Key stage 4 English exam boards Oak National Academy (thenational.academy) https://www.aqa.org.uk/subjects/english/gcse/english-8700/specification/specification-at-a-glance https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/english-fe-vocational/functional-skills-2019-english#buy
Maths	https://assets.publishing.service.gov.uk/media/5a7da548ed915d2ac884cb07/PRIMARY_national_curriculum_-_Mathematics_220714.pdf	https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300/specification https://www.pearsonschoolsandfecolleges.co.uk/secondary/subjects/mathematics-secondary/support-gcse-schemes-of-work https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/mathematics-fe-vocational/functional-skills-maths-2019/functional-skills-maths-activelearn-subscription-up-to-50-learners-1
Science	https://assets.publishing.service.gov.uk/media/5a7efc65ed915d74e33f3ac9/Science_KS4_PoS_7_November_2014.pdf	https://qualifications.pearson.com/content/dam/pdf/International%20GCSE/Human%20Biology/2017/specification-and-sample-assessment/international-gcse-human-biology-2017-spec.pdf https://www.ocr.org.uk/Images/322041-specification-entry-level-science-r483.pdf
Art & Design	https://assets.publishing.service.gov.uk/media/5a7dcc7ded915d2ac884d9f9/GCSE_subject_content_for_art_and_design.pdf	https://cdn.sanity.io/files/p28bar15/green/b4404515b35608bb9535a0e2932e1b725f5fb3d4.pdf
Sports	National Curriculum - Physical education key stages 3 and 4 (publishing.service.gov.uk)	https://qualifications.pearson.com/content/dam/pdf/btec-entry-level-and-level-1-introductory/sport/2016/specification/Specification-Sport-Introductory-Certificate-Diploma.pdf

Citizenship	National Curriculum - Citizenship key stages 3 and 4 (publishing.service.gov.uk)	Free KS4 Citizenship teaching resources Oak National Academy (thenational.academy)
And		
Fundamental British Values SM	https://assets.publishing.servic e.gov.uk/media/5a758c9540f0 b6397f35f469/SMSC Guidanc e_Maintained_Schools.pdf	SMSC development reflected throughout the curriculum and embedded in the values and ethos of the school.
Computing	National Curriculum - Computing key stages 3 and 4 (publishing.service.gov.uk)	Free KS4 Computing teaching resources Oak National Academy (thenational.academy) Boost - Courses Resources Lessons eBooks Knowledge Tests (boost- learning.com) https://www.ocr.org.uk/Images/313155-specification-entry-level-computer- science-r354.pdf
Relationships, Sex and Health Education	Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)	Free KS4 RSHE (PSHE) teaching resources Oak National Academy (thenational.academy) Jigsaw (jigsawpshe.online)
Religious Education	untitled (publishing.service.gov.uk)	Free KS4 Religious education teaching resources Oak National Academy (thenational.academy)

Key Stage 3 and 4 Core Subject Teaching Resources and platforms

Subject	Name of Resource	Link	Notes
English	Pass Functional Skills	PFS Provider Dashboard (passfunctionalskills.co.uk)	Resources to learn and prepare for FS tests
	Spelling Shed	EdShed	Spelling games
	Pearson's Rapid Reading and Rapid Reading Plus	https://www.pearsonactivelearn.com/app/login	Reading programme to improve speed, accuracy, fluency, and comprehension in reading Primary KS3 KS4
Maths	Pass Functional Skills	PFS Provider Dashboard (passfunctionalskills.co.uk)	Resources to learn and prepare for FS tests.
	White Rose Maths	Maths resources for teachers White Rose Education	Scheme of learning for KS1 - 4
	Times Tables Rock Stars	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)	Times Tables games
Science	Beyond Science	https://www.twinkl.co.uk/resources/keystage3-ks3/keystage3-ks3-science	KS3 and 4 Science Curriculum
PSHE	Jigsaw	Jigsaw	KS1 – 4 PSHE Curriculum
Computing	Oak National Academy	KS3-4 Computing Core Curriculum Unit Sequence Oak National Academy	KS3 and 4 Units of Work
Humanities	Oak National Academy	https://www.thenational.academy/	KS3 and 4 Humanities Curriculum (History/ Geography)

RE	North Yorkshire Council	North Yorkshire Agreed Syllabus for RE 2024	Agreed syllabus for Religious Education 2024 - 2029
Food	Food a Fact of Life	Schemes of Work (11-14 Years) - Food A Fact Of Life	KS1 – 4 Schemes of Work
PE	Oak National Academy	KS3-4 Physical-education Core Curriculum Unit Sequence Oak National Academy	KS3 and 4 Units of Work
Modern Foreign Languages	Languagenut	https://www.languagenut.com/	Offers a variety of foreign languages to learn
Emergency services/ First Aid / life support	First Aid	https://pshe-association.org.uk/resource/st-john-ambulance-first-aid https://www.sja.org.uk/get-advice/first-aid-lesson-plans/key-stage-3-first-aid-lesson-plans/ks3-basic-life-support-first-aid-lesson-plan-and-teaching-resources/	St John's Ambulance KS3 Basic Life Support
Bite Sizes	All subjects KS3 7,8,9 GCSE 10,11	https://www.bbc.co.uk/bitesize/levels/z4kw2hv	Additional resources

Key stage 3 and 4 - Examples of Broader Curriculum, Mental Health , Wellbeing and Therapeutic Teaching Resources and Platforms

Name of Resource	Link	Notes
One Goal	Home (onegoal.co.uk) A resource to transform children's mental health and wellbeing. Year programme to work through 6 areas of Mental Health and Well-being to become a: <ul style="list-style-type: none"> • Mental Health Champion • Train the trainer to assist others 	PSHE – Mental Health Therapeutic Leadership development Mental Health - One Goal <ul style="list-style-type: none"> • Kick start programme • Become a Mental Health Champion and • Train the trainer for Key stage 4 Year programme: <ul style="list-style-type: none"> • General well being • Deep dive into termly courses <ul style="list-style-type: none"> ○ Resilience ○ Physical wellbeing ○ Academic ○ Emotional ○ Social ○ Self esteem

Prince's Trust	Prince's Trust Education Hub (princes-trust.org.uk) Help young people to develop skills and experience for life, whilst building their confidence with our education offer.	Outdoor Vocational PDP (personal development) Business ICT Career guidance Work experience PE Independent child's free choice Cognitive intervention Therapeutic intervention
ASDAN	https://www.asdan.org.uk/ Regulated qualifications to engage, elevate and empower young people aged 11 to 25 years with diverse needs 25 different courses on offer of varying levels Externally moderated	PSHE PDP (personal development) Vocational Outdoor Work experience PE ICT Independent child's free choice Practical courses GCSE accelerate programmes Cognitive intervention Therapeutic intervention

Lesson Up	https://www.lessonup.com/ Empowers every teacher to create the most engaging, joyful, and effective presentations. Working collaboratively with the residential homes in developing and delivering a sound 25 hrs education timetable for those children who for whatever reasons cannot attend a mainstream school setting.	AI positive usage in education for interactive lessons and lesson preparation.
Twinkl	Primary Resources - KS2, KS1, Early Years (EYFS) KS3, KS4, Twinkl	Teaching resources for all subjects/age groups.
Growth Minded by Big Journal	go.biglifejournal.com/growthminded-membership/?_gl=1*1oleye*_gcl_au*ODMwMDcwOTMxLjE3MjEyMTM3MjE Therapeutic /cognitive / academic/ social/ resources Science-based parenting tools and top resources tailored for ages 5 through teens	Resources to address SEND / EHCP needs. Alternate pedagogical approaches Therapeutic intervention and practical experience. e.g. anxiety Self esteem ADHD ASD etc

Reflection	<p>Gratitude journal / Rose, bud, thorn</p> <p>Rose, bud, thorn.docx</p>	<p>PSHE Wellbeing Reflection Therapeutic Personal development: resilience, emotional regulation, baby steps to recognising ... hope and a future. Coping strategies, realistic self- perception of strengths and weakness. Realistic Plan of Action</p>
Number Sense	<p>https://www.numbersense.co.za/ Allows each child to work at their own level, pace, and progress in a defined structured trajectory from procedural to structural.</p>	<p>Maths tool for daily practice of maths concepts. Cognitive intervention</p>
Padlet	<p>Link to an example Padlet with all the children do.</p> <p>https://padlet.com/angelataylor15/demi-white-education-autumn-2-2023-vzb6tvhj3drbprv</p> <p><u>Password:</u> FmliVIYx</p>	<p>Child's independent work tracker. Show and tell All confidential information is stored on Edukey with limited and restricted access for confidentiality and GDPR. Responsibility, accountability.</p>

ME Tool Cumbria Youth Group	My Evaluation Tool Child driven.	Therapeutic intervention Re intégration programme 6 - 8 Week.
Drawing and Talking	Interactive teacher / pupil session to build a relationship with the child and create a safe environment of trust, conducive for engagement and learning.	Therapeutic intervention Re intégration programme
Edukey	Over 1000 tried and tested interventions / provision available for staff for all areas of the child's development This document is dynamic, constantly been added to as the need demands. These provisions have: <ul style="list-style-type: none"> • Lesson plans with time limits • Costings • Reviewed and adjusted as needed. 	
Beacon Behaviour Support	Beacon: Behaviour Support for Schools, Teachers and Families (beaconschoolsupport.co.uk)	Therapeutic intervention Pedagogical approaches Re intégration programmes CBT Staff webinars, training, and much more

Updated (2024): RSHE: Sex education policies in schools in the UK include (DfE):

Schools will be able to use the guidance as soon as we publish the definitive version later this year (DfE 2024).

- Compulsory for secondary schools

Relationships and Sex Education (RSHE) is mandatory for all secondary school pupils in England.

- Optional for primary schools

Primary schools can choose to teach sex education, but it is not compulsory.

- Parents have the right to withdraw their child from sex education, but not from the essential content covered in relationships education.
- Parents can request to withdraw their child from all or part of sex education in secondary school, but not from sex education taught in science.
- Introduction of age limits, to ensure children are not being taught about sensitive and complex subjects before they are ready to fully understand them.
- Concept of gender identity – the sense a person may have of their own gender, whether male, female, or several other categories – is highly contested and should not be taught in any phase.
- Consultation with parents and pupils
 - Transparency with parents, making it clear that parents have a legal right to know what their children are being taught in RSHE and can request to see teaching materials.
 - Grant-aided schools must consult with parents and pupils when developing their RSE policy.
- Policy must meet needs of pupils and parents

Schools should ensure their policy meets the needs of their pupils and parents and reflects the community they serve.
- Faith schools can teach within their faith

Faith schools can teach within the tenets of their faith.

- Age-appropriate teaching
 - Puberty and facts about the menstrual cycle should not be taught before year 4 in primary school, and sex education should not be taught before year 5.
 - In primary school, subjects such as the risks about online gaming, social media and frauds should not be taught before year 3.
 - Puberty and facts about the menstrual cycle should not be taught before year 4 in primary school, and sex education should not be taught before year 5, in line with what pupils learn about conception and birth as part of the national curriculum for science.
 - In Secondary school, issues regarding sexual harassment should not be taught before year 7, direct references to suicide before year 8 and any explicit discussion of sexual activity before year 9.
 - Addition of new subjects to the curriculum, and more detail on others. These include:
 - Suicide prevention
 - Sexual harassment and sexual violence
 - Loneliness
 - The prevalence of 'deepfakes'
 - Healthy behaviours during pregnancy, as well as miscarriage
 - Illegal online behaviours including drug and knife supply
 - The dangers of vaping
 - Menstrual and gynaecological health including endometriosis, polycystic ovary syndrome (PCOS) and heavy menstrual bleeding
 - Pebbles awaits the new statutory guidance to follow. There will be:
 - flexibility within the age ratings, to respond to questions from pupils about age-restricted content, if they come up earlier within their school community.
 - ensure teaching is limited to the essential facts without going into unnecessary details
 - parents should be informed Develop openness with parents.
 - parents are not able to veto curriculum content, but able to see what their children are being taught, given opportunity to raise issues or concerns through the school's own processes.

- Parents can also [share copyrighted materials](#) they have received from their school more widely under certain circumstances.
- parents can share the materials with translators to help them understand the content, on the basis that the material is not shared further.
- Copyrighted material can also be shared under the law for so-called 'fair dealing' - for the purposes of quotation, criticism, or review, which could include sharing for the purpose of making a complaint about the material.
- This could consist of sharing with friends, families, faith leaders, lawyers, school organisations, governing bodies and trustees, local authorities, Ofsted, and the media. In each case, the sharing of the material must be proportionate and accompanied by an acknowledgment of the author and its ownership.
- Under the same principle, parents can also share relevant extracts of materials with the public, but except in cases where the material is exceedingly small, it is unlikely that it would be lawful to share the entirety of the material.
- These principles would apply to any material which is being made available for teaching in schools, even if that material were provided subject to confidentiality restrictions.

Appendix 2:

- **Multi-agency report template**

[example Adapt Multiagency Report Feedback Meeting Information 26 June 2024.pdf](#)

- **Pupils Report**

[Template Pupil Adapt Report 12 JULY 2024.docx](#)