



**Five  
Rivers®**

**FIVE RIVERS  
CHILDCARE LTD**

Curriculum  
Policy &  
Procedure -  
Fountain  
House  
School

*'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

Policy Owner	Headteacher
Authoriser	Education Advisor to the Board
Date of Original Issue	01/09/2017
Date of Next Review	30/09/2019
Version	V4

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## 1. Curriculum Policy Fountain House School

### 1.1 Policy Statement

- 1.1.1 This document is a statement of the aims, values and strategies used for the development of the curriculum undertaken within Fountain House School. The policy aims to take into account diversity of beliefs and needs, and provide equality of opportunity. This policy should be read alongside the Anti-bullying policy, Child Protection policy and the Complaints procedure policy.
- 1.1.2 The curriculum means all of the planned activities organised to promote learning and development. It includes activities meeting the formal requirements of the National Curriculum, as well as essential opportunities to provide a nurturing 24 hour programme, tailored to the complex needs of all pupils. We ensure that all pupils receive a broad, balanced education that takes into account the individual differences of the pupils' backgrounds, abilities and needs to make the education relevant to their individual circumstances. We aim to teach our pupils how to develop into happy, confident and responsible people, who can trust and co-operate with others while developing their understanding and skills so that they can reach their full potential.

### 1.2 Terms and Definitions

- 1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition

### 1.3 Data Protection

- 1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

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1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

#### 1.4 Disclosure of Information

1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

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# 1. Curriculum Procedure Fountain House School

## 2.1 Objectives

2.1.1 Our curriculum is the means by which we achieve our objectives of developing successful learners and positive, confident citizens.

2.2. The core values upon which we have based our curriculum are:

- We will treat each pupil with fairness and honesty, providing equal opportunities for all pupils
- We will provide a curriculum that teaches co-operation, friendship and respect for each other, and the wider community
- Each pupil is unique with individual strengths and challenges; we will value these differences and work with them to develop confident and successful citizens

## 2.3 Aims

- To help each pupil to develop intellectually, emotionally, physically, socially and morally in order to become independent, successful, confident, responsible and considerate members of society
- To provide a happy and safe learning environment where pupils can develop key skills such as thinking, reasoning and questioning and not be afraid to join in
- To develop pupils' confidence, self-esteem, self-image and resilience so that pupils can progress through education with the necessary life skills to become successful adults
- To promote a positive attitude towards learning to ensure continued progress and achievement towards academic and life goals
- To encourage respect for oneself and others, regardless of individual beliefs, cultures and backgrounds, to work co-operatively and live happily alongside one another

2.3.1 We aim to develop pupils to be respectful, independent and confident through a curriculum that is achievable and relevant. At a level appropriate to each pupil's stage of development and ability, pupils will develop the below knowledge, understanding and skills:

2.3.1.1 Respectful

- Understand own and others cultures, beliefs and traditions
- Understand the meaning of community and how to be a valued member of the community

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- Recognise injustice, prejudice and discrimination and learn to challenge these
- Develop respect for self, as well as others and use encouraging vocabulary for all

#### 2.3.1.2 Independent

- Become problem solvers, and mentors
- Develop thinking and planning skills
- Be able to ask questions, appreciate information and learn from mistakes
- Be willing to try new things.

#### 2.3.1.3 Confident

- Develop emotional awareness
- Develop safe and secure friendships and relationships
- Develop healthy confidence, self-esteem and self-image
- Understand the many aspects of a healthy and happy lifestyle.

## 2.4 Organisation and Planning

2.4.1 The curriculum has been planned to ensure that all National Curriculum requirements are met and that progress is made in the key areas of learning:

- Communication, language and literacy
- Mathematics
- Personal, social and emotional development
- Knowledge and understanding of the world
- Physical development
- Scientifically

2.4.2 Planning is organised on several levels; long term curriculum mapping to ensure progression in all curriculum areas throughout Key Stage 2; medium term plans to indicate which subjects and topics are to be taught and when, as well as which skills will be developed. Each subject is carefully planned through schemes of work and mapped across the curriculum.

2.4.3 Planning is adapted on a regular basis to take into account the individual and whole group needs of the pupils

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## 2.5 The Role of the Teacher in Charge

2.5.1 The role of the teacher in charge is to:

- Ensure appropriate coverage of the curriculum
- Monitor pupil progress
- Keep up to date with national developments
- Regularly review planning, progression and teaching strategies
- Manage resources and appropriate differentiation
- Ensure planning & learning is tailored to each pupil's stage of development & individual needs
- Keep Fountain House staff informed of short, medium and long term plans, developments and strategies

## 2.6 Curriculum Monitoring and Review

2.6.1 Reviewing planning and policies is an essential practice to ensure that pupils are receiving the highest quality of education available. Our curriculum is regularly reviewed by the teacher in charge, residential manager and clinical lead, in consultation with all Fountain House staff. Opportunities to liaise with educational staff in the local area will be taken whenever possible.

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