NEW PASTURES

Curriculum Policy

Policy Reviewed	Next Planned Review date	Signed
September 2025	September 2026 - or as required	*K.Wootton*
September 2026	*September 2027* - or as required	*K.Wootton*

Policy Statement

New Pastures is committed to providing a broad, balanced, inclusive, and engaging curriculum that supports the educational, social, emotional, and personal development of all learners. Our curriculum is designed to meet the individual needs of children and young people through therapeutic, practical, academic, and vocational based learning experiences.

At New Pastures, we believe that every learner deserves the opportunity to achieve success, develop confidence, and build the skills necessary for lifelong learning, independence, and positive wellbeing.

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1. Aims of the Curriculum

The curriculum at New Pastures aims to:

- Provide a safe, nurturing, and inclusive learning environment.
- Promote high expectations and aspirations for every learner.
- Support emotional wellbeing, resilience, and self-esteem.
- Develop academic, vocational, practical, and life skills.
- Encourage respect, responsibility, and positive relationships.
- Promote engagement through experiential and outdoor learning.
- Support learners to re-engage with education and achieve personal success.
- Prepare learners for adulthood, employment, further education, and community participation.

2. Curriculum Principles

As a City and Guilds accredited Centre, our curriculum is derived from the vocational courses that we deliver, including animal care, hair and beauty and functional skills. Social skills development, wellbeing and being a place of safety where our learners can access learning is imperative to our delivery.

Individualised

Learning is tailored to the needs, interests, abilities, and EHCP outcomes of each learner where applicable.

Inclusive

All learners are supported to access the curriculum regardless of background, need, ability, or prior educational experience.

Therapeutic

We recognise the impact of trauma, anxiety, SEND, and adverse childhood experiences on learning. Staff use relational and trauma-informed approaches.

Practical and Experiential

Hands-on learning opportunities are embedded throughout the curriculum, particularly through outdoor education, animal care, horticulture, farm-based activities and practical hair and beauty activities

Holistic

The curriculum supports academic progress alongside emotional regulation, communication, social development, and independence.

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3. Curriculum Offer

The curriculum may include:

Animal Care

Hair and Beauty

Functional Skills

Personal Development

- Emotional literacy
- Wellbeing and mental health support
- Careers education

Outdoor and Practical Learning

- Animal care
- Horticulture and gardening
- Environmental education
- Conservation activities
- Land-based skills
- Nature-based learning
- Farm maintenance and practical tasks
- Hair and beauty practical skills

Life Skills and Independence

- Communication skills
- Teamwork
- Problem solving
- Employability skills

Creative and Enrichment Activities

- Arts and crafts
- Music
- Physical activity
- Outdoor recreation
- Seasonal and community projects

4. Curriculum Intent, Implementation and Impact

Intent

New Pastures intends to provide a meaningful and engaging curriculum that enables learners to:

- Feel safe and valued.

- Rebuild confidence in learning.
- Develop positive relationships.
- Achieve academically and personally.
- Gain practical and transferable life skills.
- Prepare for future pathways.

Implementation

The curriculum is delivered through:

- Small group and individual teaching.
- Differentiated learning activities.
- Practical and outdoor experiences.
- Trauma-informed approaches.
- Flexible timetables and personalised targets.
- Cross-curricular learning opportunities.
- Ongoing assessment and review.
- Collaborative working with families, schools, and external professionals.

Impact

Success is measured through:

- Learner engagement and attendance.
- Academic progress.
- Achievement of EHCP or personal targets.
- Improved emotional wellbeing and behaviour.
- Increased confidence and independence.
- Development of social and practical skills.
- Positive destinations and transitions.

5. Special Educational Needs and Disabilities (SEND)

New Pastures is committed to inclusive practice and supporting learners with SEND.

Staff work collaboratively to:

- Identify barriers to learning.
- Provide reasonable adjustments.
- Adapt teaching and activities.
- Use supportive strategies and interventions.
- Work in partnership with parents, carers, schools, and professionals.
- Support learners to achieve outcomes identified in EHCPs

6. Safeguarding and Wellbeing

Safeguarding is central to the curriculum at New Pastures.

The curriculum supports learners to:

- Understand how to keep themselves safe.
- Develop healthy relationships.
- Recognise risks and seek support.
- Build emotional resilience.
- Develop self-regulation and coping strategies.

All staff follow safeguarding procedures in line with our Safeguarding and Child Protection Policy.

7. Assessment and Monitoring

Assessment is used to inform planning and support progress.

Methods may include:

- Baseline assessments
- Observation
- Learner voice

- Progress tracking
- Photographic evidence
- Reports to schools, parents, and professionals

Progress is recognised academically, socially, emotionally, and practically.

8. Equality and Inclusion

New Pastures promotes equality, diversity, and inclusion throughout the curriculum.

The curriculum:

- Reflects diverse experiences and perspectives.
- Challenges discrimination and prejudice.
- Promotes mutual respect.
- Ensures all learners can participate fully.

This policy operates in line with the Equality Act 2010.

9. Roles and Responsibilities

Leadership Team

The leadership team is responsible for:

- Overseeing curriculum quality and development.
- Ensuring statutory requirements are met.
- Monitoring outcomes and provision.
- Supporting staff training and development.

Staff

Staff are responsible for:

- Delivering high-quality teaching and support.
- Planning engaging and differentiated activities.
- Monitoring learner progress.
- Promoting wellbeing and safeguarding.

- Maintaining positive relationships.

Learners

Learners are encouraged to:

- Participate positively.
- Respect others and the environment.
- Take responsibility for their learning and behaviour.

10. Monitoring and Review

This policy will be reviewed annually or sooner if required due to changes in legislation, guidance, or organisational practice.

Related Policies

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Equality and Diversity Policy
- Health and Safety Policy