



Curriculum

POLICY

“The Journey is Everything”

**Odyssey House School
Wokingham**

**Child-Centric
Excellence
Ownership**

**Nurturing
Innovation
Agility**

Curriculum Policy - Quick Glance

Key information for staff, leaders and stakeholders. The full policy follows this summary and remains the authoritative policy text.

Policy Owner	Deputy Headteacher - Cameron Reilly
Operational Lead	Headteacher / Deputy Headteacher
Approval Body	Proprietary Body
Date	September 2026
Version	1.0
Review Frequency	Annual
Next Review	September 2027
Applies To	Odyssey House School, Wokingham

At a glance

Purpose	Provides, implements, monitors and reviews a broad, balanced, relevant and ambitious curriculum for pupils in Key Stages 2 to 5.
Who it supports	Pupils with autism, emotionally based school avoidance, anxiety, SEMH needs, learning difficulties, disrupted education histories and other complex needs.
Core approach	A broad and balanced curriculum, adapted to individual starting points, EHCP outcomes, attendance, communication and regulation needs without unnecessarily narrowing entitlement.
Key priorities	Reading, communication, numeracy, independence, emotional regulation, safeguarding, personal development and preparation for next steps.
Curriculum leadership	The Headteacher leads implementation, with delegated responsibilities across the Deputy Head, SENCO, subject leaders, pastoral and therapy staff.
Monitoring and evidence	Curriculum maps, schemes of work, timetables, EHCP provision, progress data, safeguarding/PSHE/RSE evidence, careers records and quality assurance records are retained.
Review	Reviewed annually by the Deputy Headteacher, and sooner where statutory guidance, inspection expectations, provision or pupil need changes materially.

Linked policy: Personal Social and Health Education (PSHE) & Relationships and Sex Education (RSE) policy

1. Policy Purpose

This policy sets out how Odyssey House School Wokingham provides, implements, monitors and reviews a broad, balanced, relevant and ambitious curriculum for pupils in Key Stages 2 to 5. It is written for a specialist independent school context and applies to pupils with autism, emotionally based school avoidance, anxiety, social, emotional and mental health needs, learning difficulties, disrupted education histories and other complex needs.

2. Compliance Framework

The curriculum is designed and monitored with reference to the Independent School Standards, ISI inspection expectations, statutory safeguarding guidance, the SEND Code of Practice, equality duties, PSHE and RSE statutory guidance.

3. Curriculum Principles

- Every pupil is entitled to a curriculum that is broad, balanced, coherent and adapted without being unnecessarily narrowed including enrichment and extra-curricular activities.
- Provide a variety of teaching and learning opportunities to accommodate the needs of all pupils that allows them to progress and achieve at a level and time that is right for them.
- Pupils' EHCP outcomes, prior attainment, formative and summative assessments, attendance patterns, communication needs and regulation needs will inform planning.
- Academic learning, therapeutic understanding, safeguarding, attendance, behaviour support and personal development are planned as connected strands of provision.
- Reading, communication, numeracy, independence, emotional regulation and preparation for next steps are treated as core priorities for all pupils along with promoting and encourage healthy attitudes and habits towards positive mental health and wellbeing
- Curriculum decisions are evidence-led and reviewed through assessment, pupil voice, parent/carer feedback, staff evaluation and leadership monitoring.
- Provide an age-appropriate programme of Personal, Social, Health and Economic education (PSHE) as well as Relationships and Sex Education (RSE) which reflects the aims and ethos of our school in line with statutory requirements.
- Support pupils in their progress through each transitional stage, equipping all pupils to make informed choices about a broad range of learning opportunities and career options.
- Recognise the value of digital technology and computing skills to facilitate learning.
- Bespoke timetables are used only where needed, reviewed regularly, and planned with a clear route back towards increased breadth, engagement and independence.
- Promote an understanding of and commitment to fundamental British values and respect for other people. This includes those with different beliefs and tolerance of all races, religions and cultures through a diverse and inclusive curriculum content and approach to teaching and learning and helping pupils to understand the World in which they live. Regard is always given to the Equality Act 2010.

4. Curriculum Intent

Odyssey House School intends that pupils become increasingly independent and ready for their journey to success. The curriculum is designed to repair gaps in learning, rebuild confidence, develop communication and self-regulation skills, and secure meaningful next steps in education, training, employment and adult life.

Pupils will be supported to develop effective active listening and communication skills; build knowledge and skills over time; apply learning across contexts; take appropriate risks in learning; work with others; understand themselves and wider society; keep themselves safe; and develop as respectful, responsible and active citizens.

5. Curriculum Entitlement by Area of Learning

The curriculum is broad and balanced, and incorporates experiences related to linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Based largely upon the National Curriculum, the School curriculum programme aims to support and challenge pupils in their learning and offers opportunities for all pupils to acquire a broad range of knowledge and skills.

Students will be encouraged and supported to achieve qualifications at a level that is right for them at a time that is right for them. The school takes a stepping-stone approach to qualifications to support the development of student confidence and self-belief.

Area of learning	Key Stage 2	Key Stages 3, 4 & 5
Linguistic	- English KS2 (KS1 as appropriate) Curriculum - Phonics Curriculum as appropriate	- English KS3 & KS4 Curriculum - Entry Level & Level 1 and 2 Functional Skills Programs (KS4+) - GCSE English Language (KS4+)
	- Reading, speaking, listening, vocabulary, communication and written expression across the curriculum. - Speech and Language Therapy	
Mathematical	Maths KS2 (KS1 as appropriate) Curriculum	- Maths KS3 & KS4 Curriculum - Entry Level & Level 1 and 2 Functional Skills Programs (KS4+) - IGCSE Maths (KS4+) - GCSE Statistics (KS4+)
	- Mathematics and functional numeracy, including applications in Science, Geography, Home Cooking, careers and life skills. - Financial Education within PSHE - Number Day and National Numeracy Day	

Scientific	Maths KS2 (KS1 as appropriate) Curriculum	- Science KS3 & KS4 Curriculum - Entry Level Certificate & Further Certificate in Science (KS4+) - GCSE Double Science (KS4+)
	Science through age- and stage appropriate content, practical enquiry, and scientific literacy linked with other subjects; Maths, Geography and Outdoor Education.	
Technological	- LEGO Education Computer Science & AI (KS2) - Home Cooking	- LEGO Education Computer Science & AI (KS3) - Entry Level 3 and Level 1 Digital Functional Skills (KS3+) - BTEC Level 1 & 2 Home Cooking (KS3+) - BTEC Introductory Level 1: Digital Media, Art & Design, Land-Based Studies, Public Services and Sport (KS3+)
	- IT and Digital Literacy including online safety taught across the curriculum - AQA Unit Awards	
Human and Social	History and Geography Curriculums	- History and Geography KS3 & KS4 Curriculums - Entry Level History or Geography (KS4+) - GCSE History or GCSE Geography (KS4+)
	- Religious Education linked through PSHE, History & Geography Curriculums - Links to PSHE, ASDAN, Outdoor Education, Science	
Physical	- Physical education curriculums, fitness, sport movement, and healthy lifestyles. - Outdoor Education - BTEC Introductory Level 1: Sport and Land-Based Studies (KS3+) - Links to PSHE and ASDAN	
Aesthetic and Creative	- Art & Drama - BTEC Introductory Level 1: Art & Design and Digital Media (KS3+) - AQA Unit Awards	

Personal, Social, Health and Economic (PSHE) & Relationships and Sex Education (RSE)	• PSHE and RSE Curriculums • Student Council • Student Voice	• PSHE and RSE KS3 & KS4 Curriculums • ASDAN Key Steps (KS3) • ASDAN Personal and Social Development Course: Bronze, Silver, Gold (KS4+)
	• Fundamental British Values & Citizenship linked throughout PSHE along with regulation, independence, safeguarding themes and preparation for adulthood themes (<i>see also Appendix 1: School Policy on Political Views</i>) • SaLT and OT Therapy and other in-house therapies (eg. PAWS) • Careers Links • Climbing and Horse Riding	

6. Curriculum Implementation

Curriculum implementation is led by the Headteacher and delegated through the Deputy Head, SENCO, subject leaders, pastoral and therapy staff. Teachers plan from the school curriculum maps and subject schemes of work. Teachers then differentiate and adapt their teaching in response to pupils' starting points, regular formative and summative assessments, EHCP outcomes, pupil profiles and risk assessments and attendance patterns.

On admission, the school gathers information from parents/carers, previous settings, placing authorities, EHCPs, professional reports and assessment. This information supports in determining each pupil's academic starting points, timetable/class placement, intervention programme(s) and classroom strategies.

Lessons use clear routines, explicit teaching, practical and visual approaches, structured communication, carefully planned challenge, supported independence and opportunities to revisit and apply learning. SaLT, OT and other therapeutic interventions are provided as appropriate for each individual student and are reinforced during the school day.

7. Curriculum Structure by Key Stage

7.1 Key Stages 2 And 3

Pupils follow a broad curriculum aligned with National Curriculum expectations and the Independent School Standards areas of learning. Teaching prioritises secure literacy, numeracy, communication, scientific understanding, humanities, technology, physical development, creative learning, PSHE, RSE and preparation for future learning. Age-related expectations are used alongside individual starting points so that challenge remains appropriate and realistic.

7.2 Key Stage 4

Pupils follow pathways which are communicated termly to parents/carers using a stepping-stone approach. This may include Entry Levels, Functional Skills, GCSEs, BTECs and AQA Unit Awards and other accreditation where appropriate. Individualisation will not remove the entitlement to a

broad and balanced education unless there is a clear, recorded reason linked to need, risk or transition planning.

7.3 Key Stage 5

Where pupils remain in Key Stage 5, the school provides a coherent study programme matched to their needs and next steps. This may also include Entry Levels, Functional Skills, GCSEs, BTECs and AQA Unit Awards as stated in Key Stage 4. Pupils will not be simply repeating provision but are

following purposeful programmes with clear progression aims in line with the stepping-stone approach to qualification achievement.

8. SEND, EHCPs and Specialist Provision

The SENCO ensures that EHCP outcomes and professional recommendations are translated into practical provision. Teachers and support staff know the key needs, barriers, strategies and risk factors for the pupils they teach. The curriculum is adapted to support access while maintaining ambition and breadth as necessary.

- Strengths, barriers to learning and learning needs, regulation needs, communication needs are considered and appropriate strategies used to support all individuals are implemented.
- Interventions are recorded with intended outcomes, frequency, staff responsibility, review dates and impact notes.
- Therapy, pastoral, safeguarding and academic information is shared appropriately so that provision is coherent.
- Bespoke timetables include a review date, rationale, parent/carers and placing authority communication where needed, and a plan for broadening access.
- Parents / Carers and tutors meet to discuss and agree pupil termly targets utilising Profile Assessment and Goal Setting (PAGS) that considers using the four areas; Cognition and Learning, Communication and Interaction, Social Interaction and Awareness and Self-Regulation.
- Annual reviews and interim reviews evaluate the impact of provision against EHCP outcomes and pupil progress.

9. Reading, Communication and Numeracy

All teachers are responsible for developing subject vocabulary, spoken language, reading comprehension and numeracy in their subject areas. Teachers make use of both formative and summative assessment to assess these pillars of education. Staff receive guidance on communication approaches, autism-informed teaching, dyslexia-aware practice and strategies to reduce anxiety and support engagement.

10. PSHE, RSE and British Values

Personal development is taught through planned ASDAN, Personal Social Health Education (PSHE) and Relationships and Sex Education (RSE) lessons. Assemblies, enrichment activities, careers, therapeutic approaches, daily routines and the wider culture of the school will also be used to support delivery. Content is adapted sensitively for pupils' age, developmental stage, communication needs, SEND, anxiety and trauma histories.

The curriculum promotes British Values such as democracy, the rule of law, individual liberty, mutual respect, tolerance of different faiths and beliefs, and respect for all people including those with protected characteristics. Discriminatory, prejudiced or extremist views are challenged and recorded where appropriate. Leaders monitor that teaching presents political

issues in a balanced way and does not promote partisan political views (see also Appendix 1: Policy on the Expression of Political Views).

RSE covers relationships, consent, boundaries, physical and mental health, online safety, personal safety, respectful behaviour, identity, diversity, risks, help-seeking and preparation for adult life. Parents/carers are informed about the PSHE and RSE curriculum and any withdrawal rights are managed in line with statutory guidance and the school's PSHE and RSE policies.

11. Safeguarding and Online Safety Through the Curriculum

Safeguarding is reinforced through the curriculum as well as through policy and practice.

Pupils are taught how to recognise risk, seek help, keep themselves safe, use technology safely, understand healthy relationships, report concerns and respond to unsafe or discriminatory behaviour. Teaching is adapted for pupils who may be particularly vulnerable because of communication needs, anxiety, social understanding, online behaviour, trauma history and/or previous absence from education.

The DSL, DDSL and Headteacher review safeguarding curriculum content at least annually and following significant local, national or school-specific concerns. Curriculum planning shows where online safety, peer-on-peer abuse, bullying, exploitation, radicalisation, mental health, consent and help seeking are taught and revisited.

12. Careers, Employability and Preparation for Next Steps

Careers education is contained within ASDAN courses assigned at each key stage.

- ASDAN: Key Stage 3 to 5
 - Key Steps
 - Personal Development

Career links and work-related skills will be evident across all other subject areas. In addition to this, students choosing Introductory Level 1 BTECs (Pearson Edexcel) will also gain additional development in work-related skills, but also industry related learning. Each BTEC course contains industry related units as well as units related to: Developing a Progression Plan, Being Organised, Working with Others and Researching a Topic. The content of each BTEC has been carefully considered based on employer feedback relating to the skills they are looking for.

Pupils receive impartial information, guidance and experiences that help them understand education, training, employment, vocational routes and independent living. Provision is adapted so that pupils with SEND, anxiety, EBSA or social communication needs can access careers learning meaningfully.

13. Assessment, Recording and Reporting

Assessment (formative & summative) is used to identify pupil starting points, planning of next steps, monitoring progress, evaluating interventions and reporting to parents/carers and placing

authorities. Teachers use in-house designed assessments, observation, discussion and accredited course requirement assessments to monitor pupil progress and adapt their teaching as necessary.

Leaders review whether pupils are making progress from their starting points, including pupils with irregular attendance, reduced timetables, EBSA, anxiety, autism and complex SEND. Where progress is limited, leaders identify barriers, adjust provision and record the action taken.

14. Curriculum Enrichment

Enrichment broadens pupils' experiences, interests and cultural capital. The school plans cultural enrichment days, educational visits, visitors, clubs, outdoor learning, community links, enterprise, volunteering and subject-related experiences. Enrichment is risk assessed and adapted so that pupils with anxiety, autism, sensory needs, medical needs or previous school avoidance can participate safely and meaningfully.

15. Leadership, Monitoring and Quality Assurance

The Headteacher is responsible for ensuring that the curriculum is suitable, implemented and monitored at Wokingham.

The Deputy Head coordinates curriculum reviews, subject plans and discussions relating to student progress and attainment with subject leaders/teachers.

The SENCO ensures that SEND and EHCP requirements are reflected in teaching and provision.

The DSL & DDSL advises on safeguarding curriculum content.

The Therapists advise on strategies to support student learning in the classroom and monitor its effectiveness in terms of implementation and outcomes for students.

Subject leaders / teachers monitor subject quality and student progress and attainment. The Clinical & Operation Director and proprietor body provides oversight, challenge and approval.

16. Evidence Expectations

Leaders retain evidence showing that the curriculum is not only written but implemented. The following evidence is available and organised as necessary for inspection.

- Curriculum maps, schemes of work and lesson planning for each key stage and subject.
- Pupil timetables, including rationale and review records for bespoke or reduced timetables.
- EHCP provision mapping and intervention reviews.
- Progress and attainment data for individual students for each course.
- PSHE, RSE, British values and online safety curriculum evidence.
- Careers programme including curriculum appropriate curriculum planning, provider access arrangements, work-related learning and transition records.
- Quality assurance records including lesson visits, line management meetings and work scrutiny are maintained.
- Records are maintained of proprietor/governance oversight, challenge and follow-up.

17. Review And Approval

This policy is reviewed annually by the Deputy Headteacher and sooner if statutory guidance, inspection expectations, school provision or pupil need changes materially.

APPENDIX 1: POLICY ON THE EXPRESSION OF POLITICAL VIEWS

18. INTRODUCTION

Through both its curricular and extra-curricular provision, the School actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The School seeks to:

- encourage self-confidence, self-esteem, adaptability and independence of thought, and to support the pupils' personal, moral and spiritual development;
- encourage respect and consideration for others;
- enable the pupils to appreciate and understand the world in which we live, its diversity, resources, needs and opportunities, and to encourage them to contribute to the School and the wider community.

19. RATIONALE

In striving to fulfil these aims, the School recognises that it has a key responsibility to support and encourage the expression and discussion of political, religious, cultural and related beliefs and ideas, in a manner that is appropriate to the school setting. This entails respect for all persons and involves the encouragement of rational and rigorous discussion and debate in an open-minded and generous spirit. Consequently, and in accordance with the PREVENT duty, pupils are taught to challenge discriminatory or extremist views as a matter of routine.

The School provides a safe place to discuss sensitive issues while avoiding political indoctrination. This does not preclude pupils from being exposed to political views or from discussing political issues in School, but pupils should not be actively encouraged to support political viewpoints by teachers or others.

Part 2 of the Teachers' Standards, on personal and professional conduct, specifies that teachers must ensure that their "personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law."

20. POLICY

To accord with these points of rationale, the School precludes the promotion of partisan political views in the teaching of any subject or through any activity in the School. Furthermore, it seeks to ensure that pupils are offered a balanced presentation of opposing views where political issues are brought to their attention:

- while they are in attendance at the School;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the School; or
- in the promotion at the School, including through the distribution of promotional material, of extra-curricular activities taking place at the School or elsewhere.

This is achieved through:

- curriculum lessons, assemblies, PSHE programmes, cultural weeks
- visiting speakers from a range of backgrounds;
- promotion of public speaking opportunities for pupils;
- promotion of engagement with current affairs, e.g. through morning Orientation & Regulation sessions

Whilst encouraging the presentation of different viewpoints and beliefs, the School does not necessarily endorse those which may be expressed by staff, pupils, or visitors.

To ensure that visiting speakers are suitable, there is a policy to assess visiting speakers as set out in the Safeguarding (Child Protection) Policy.

21. DEFINITIONS

Staff and visiting speakers should note the definitions of the following key terms:

Partisan - in a case relating to the alleged promotion of partisan political views in maintained schools, the best synonym for "partisan" is "one-sided".

Political views - views expressed for a political purpose. A political purpose is either directly or indirectly:

- to further the interests of a particular political party; or
- to procure changes to the laws of this or another country; or
- to procure the reversal of government policy or of decisions of governmental authorities in this or another country.