

# LINGUAPHILE SKILLS HUB CURRICULUM HANDBOOK



GETTING YOU READY FOR THE 21<sup>ST</sup>  
CENTURY

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## CURRICULUM AIMS

At LSH, we believe that each student has the right to learn within an environment that is personalised, caring, supportive, stimulating, enjoyable, age respectful and challenging.

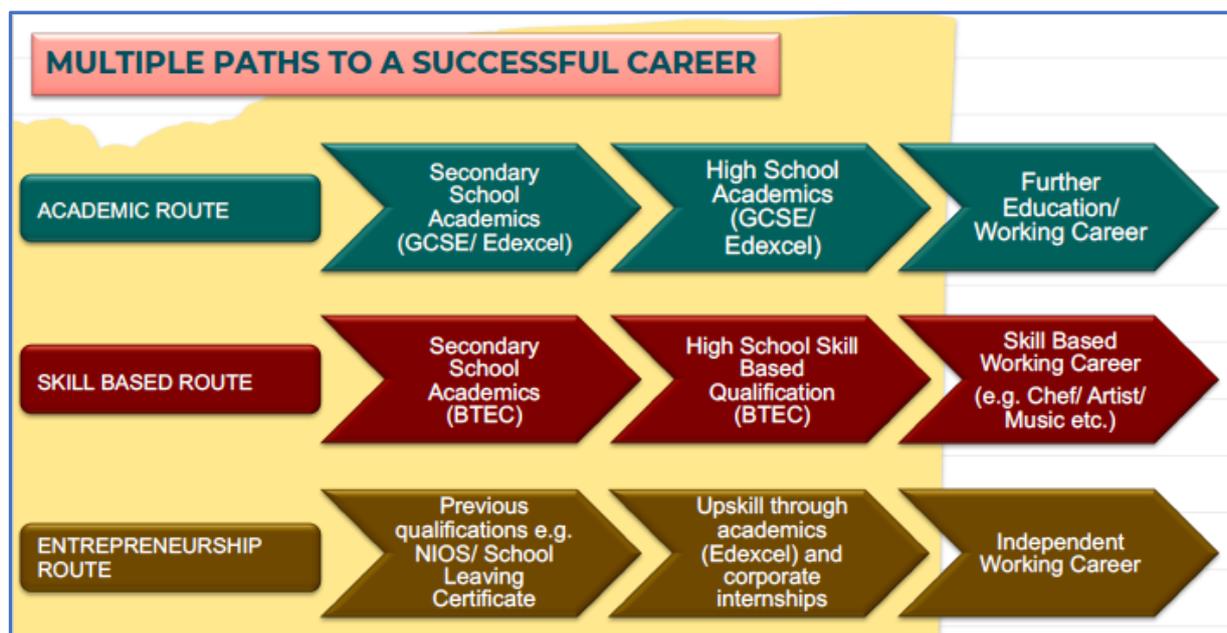
Our Curriculum:

- Is designed to encourage the pupils to be active participants in their learning, enabling them to achieve their potential and make progress by expressing preferences, communicating needs, making choices and choosing options that other people act on and respect.
  - Is flexible and has pupils at the centre of all we do. It is designed to address the individual needs of each child and to nurture their talents, not only in school but extending into their homes and communities.
- Intends to prepare our pupils to be as independent as they possibly can throughout their education and life beyond school, making a positive contribution wherever they are.
- Approaches are built on understanding each child's point of learning; their interests, strengths and barriers, emotional and medical needs, developmental stage and learning level. Each of these areas are used to plan a personalised programme of learning intentions for each pupil.
- Topic Cycles ensure that pupils are exposed to a wide range of situations and learning experiences that are commensurate with their needs and interests.
- Makes learning fun!

Our curriculum pathways run through all phases of learning and allow for approaches specific to individual needs. With each pathway covering skills, knowledge and understanding across a range of areas of learning, pupils can move between the pathways at any point during their school career. We focus on the stage of learning whilst respecting the child's chronological age, providing opportunities which offer breadth, support and challenge and fun

Our teaching and learning opportunities are woven into the whole school day. For example, in the learning center snack time provides opportunities to work on communication, making choices, and being independent. By learning in 'real life' contexts, our students are supported to generalise their skills into other settings such as home, going out with their families etc.

The multiple pathways for a successful career:



## Prep Department

**The Prep Department covers Key Stage Two and Three**

This approach is for those of our students who are operating at early developmental levels. They learn best through repetition and concrete experiences and our approaches are designed to find out what motivates and engages each individual. Having consistent routines and a structured day provide important opportunities for learning. Students have a range of multi- sensory opportunities which are tailored to meet individual needs. There will be a balance of group and individual work and pupils experience a range of activities including sensory stories, music, as well as clinical interventions to suit their individual needs like therapies, counselling etc

Key Stage 2	Key Stage 3
<p>Multisensory learning and exploration are key to the primary phases. Adults facilitate learning and act as advocates for our pupils. They support pupils to explore the world around them and to experience a range of highly motivating and relevant activities.</p>	<p>Age respectful, motivating and highly relevant learning opportunities are provided. whilst still considering the learning needs of our students. More learning opportunities outside the classroom are offered and staff support students to show their preferences for activities.</p>

## Key Stage 2

### Communication, Language and Literacy

- **Spoken Language and Communication** - Speaking, listening, responding, discussing; poetry and drama.
- **Reading** - Word recognition, decoding/encoding, word structure and spelling. Comprehension; understanding and interpreting texts; engaging and responding to texts.
- **Writing** Transcription; spelling and handwriting. Composition; articulating ideas and structuring them in communication and writing.

### Numeracy

- **Number** – number and place value
- **Number** – addition and subtraction
- **Number** – Fractions
- **Measurement** – lengths and heights; mass and weight; capacity and volume; time
- **Geometry** – properties of 2D and 3D shapes
- **Geometry** – position and direction

### My Place in the World

- **Science** – working scientifically; plants, animals and humans, living things and their habitats; materials and their properties; rocks; lights; forces and magnets; states of matter; sound; electricity
- **Geography [optional]**– locational knowledge; place knowledge; human and physical geography; geographical skills and field work

### Sex/Health Education

- Body parts
- Recognising ourselves, other people and personal space
- Friends and Relationships
- Being healthy, including diet and exercise
- Personal hygiene and changing bodies
- Staying safe
- Starting to understand the difference between males and females

### **Expressive art and design**

- Expressing choices and opinions about art, music and other art forms.
- Working towards a larger art and design project
- Opportunities for role play
- Using preferred instruments to create music
- Opportunities to watch performances
- Composition and choreography

In addition to the above subjects, the students can opt for any **two** from the following choices:

1. Leisure and Travel
2. Food Science
3. Geography
4. ICT

### Key Stage 3

The program is applicable for any student in the primary to middle school level based on the previous learning profile and reading age. At each stage the topic will be scaffolded to the next higher order thinking skills with activities, worksheets and learning will be measured in step-by-step progress.

**Please refer to the students Handbook for subject choices.**

Parents need to select:

#### **Compulsory:**

1. English [ either ESL/ Functional English/ English Language / English Literature]
2. Math [ Foundation/ Higher Tier]

Electives: Maximum of 4 subjects from the Student Handbook

### Secondary Department

**The Secondary Department covers Key Stage Four and the Post 16 Curriculum.**

**Please download the student handbook for subject selections.**

#### **Secondary Department [ Key stage 5 and beyond]**

Students have highly personalised timetables based on each young person's aspirations and future plans. They are encouraged to experience activities and opportunities both in and outside school. There is a strong focus on developing independence and functional skills in a way that is relevant and meaningful for each individual.

Close work with families ensures that the young person's views are fully considered, and their individual learning pathways are developed to ensure that they can achieve their greatest potential.

Students are encouraged to make choices about what they learn and experience, and there is a greater focus on life outside school. All young people have the opportunity to attend a residential trip that develops their confidence and skills away from home. A focus on work related learning and leisure activities, and links with further education colleges ensure that our pupils are fully prepared for life after LSH.

Students in this department follow similar timetables across classes to enable students to learn and interact with each other.

'Moving On Mondays'	'Talking Tuesdays'	'Wellbeing Wednesdays'	'Thriving On Thursday'	'Fun Friday'
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**The academic choices Refer to Student Handbook in the website: No subject is compulsory except Functional English if the students are seeking admission to LSH post 16**

<p style="text-align: center;"><b>Functional Skills</b></p> <ul style="list-style-type: none"> <li>•Communication, including the use of mobile technologies and social media</li> <li>•Functional Literacy</li> <li>•Functional Numeracy</li> <li>•Gaming</li> <li>•Using the internet, e.g. shopping, watching films, downloading music</li> <li>•Keeping Safe online</li> </ul>	<p style="text-align: center;"><b>Keeping Safe and Healthy</b></p> <ul style="list-style-type: none"> <li>•Physical and emotional wellbeing</li> <li>•Emotional Intelligence and development</li> <li>•Staying Healthy</li> <li>•Lifestyle Choices</li> <li>•Seeking Help</li> </ul>
<p style="text-align: center;"><b>Life Skills</b></p> <ul style="list-style-type: none"> <li>•Personal hygiene and grooming</li> <li>•Organising own time</li> <li>•Planning own activities</li> </ul>	<p style="text-align: center;"><b>Friendships and Relationships</b></p> <ul style="list-style-type: none"> <li>•Greetings and interactions</li> <li>•Meeting new people</li> <li>•Making friends</li> <li>•Emotional Intelligence</li> <li>•Wellbeing</li> <li>•Communication, including letters, texts and emails</li> <li>•Sex and Relationship Education</li> </ul>

Out in the World	Community, Diversity and Celebrations
<ul style="list-style-type: none"> <li>•Leisure, including gym, shopping, cafes, clubs and pubs</li> <li>•Work Experience (in whichever way relevant) •Travel Training and Keeping Safe</li> <li>•Local amenities</li> <li>•Enterprise activities</li> <li>•Supporting the community and charities</li> </ul>	<ul style="list-style-type: none"> <li>•PSHE and Spiritual Development</li> <li>•Awareness of others</li> <li>•Birthdays and Special Events</li> <li>•Charity Work</li> <li>•Being part of a community</li> <li>•Arts and Culture</li> <li>•Expressive Arts, Design and Crafts</li> </ul>

**The 14-19 pathway leads to university admissions or entrepreneurship programs based on the child’s overall holistic profile.**

## PSHE / RSE Curriculum Overview based on the compulsory requirements from the Department of Education, United Kingdom.

### Health/Sex and Relationship Education [PSHE]

All students at LSH will have access to Health/Sex and Relationship Education in way that is meaningful to their needs, based on their age, stage of development and personal circumstances. We aim to provide an inclusive and relevant curriculum offer. As with other areas of our curriculum, Health/Sex and Relationship education will be delivered in a student-centred way.

### Health and Relationship Education – Primary

In the Primary phase, Health and Relationship Education is fully incorporated into the curriculum and daily routines of the classes. Students are encouraged to develop an understanding of themselves and their peers. They begin to learn about their own family, and other families, and the people who care for them. Students also begin to develop an understanding of respectful relationships and how to be good friends. They work on the early stages of the conventions of courtesy and manners, and develop their sense of self-esteem and wellbeing.

### Sex and Relationship Education – Secondary

In the Secondary phase, Sex and Relationship Education continues to be fully incorporated into the curriculum and daily routines of the classes. Where relevant, students may have discrete 1:1 or small group sessions based on individual needs, or particular issues that arise. Parents and families will always be consulted on such approaches.

Students in the Secondary phase build on their knowledge from the Primary phase and continue to learn about different families and types of relationships, including friendships,

marriage and sexual relationships (where appropriate). Students will be supported to understand the physical changes to their bodies in a way that is meaningful and continue to learn about personal hygiene and keeping themselves safe. Students will learn about places that are public and private, and understand how to keep themselves safe online, including the use of social media. Students will learn about appropriate behaviours and develop their respect for themselves and others.

## Overview for the Reading, Numeracy and Computing

### Important Wing of LSH Academics

#### Reading

Reading and early reading skills are promoted across all departments and pathways at LSH center. A number of approaches are used to develop skills and instill a love of reading. Books are readily available in all classrooms and teachers are encouraged to use a variety of methods to promote reading. Symbolised text is used for all learning resources and displays, and visual schedules are used in classrooms. It is the aim of the school to provide a range of genres of books that are relevant to all students. Sensory stories are used across the school to provide access to reading to students of all abilities. They are adapted to meet the needs of learners and utilise sound, touch, taste, smell, vision and movement to share stories in a meaningful way.

Classroom environments provide students with continued access to reading materials related to the real world. These include photographs, labels, pictures and names. The development of social sight vocabulary is promoted throughout the school. A total communication approach complements the development of reading. Through the use of touch cues, objects of reference, Makaton and symbols students are provided with the building blocks for developing their reading skills.

#### Numeracy

The development of functional numeracy is promoted across all departments and pathways at LSH and this is embedded within the school day.

Students are encouraged to develop their awareness of events and actions and begin to recognise and predict changes. An emphasis is placed on developing and understanding shape, space, pattern and number in order to develop early problem-solving skills.

Students will have access to 'real life' numeracy through cooking, shopping and handling money. Following recipes and measuring ingredients enables students to experience numeracy in action. Writing shopping lists, handing over money and receiving change enables students to further experience this. Teachers are encouraged to highlight numeracy skills across the school

day. For example, counting the number of students in class, pointing out colours and shapes in the environment. Visual schedules provide students with the ability to predict and sequence their time at school.

Technology is used to enhance numeracy skills and prepare students for real life.

The program is applicable for any student in the primary level. At each stage the topic will be scaffolded to the next higher order thinking skills with activities, worksheets and learning will be measured in step-by-step progress.

## Computing

At LSH we pride ourselves on being a 'technology rich' environment and we utilise the best of technology to enhance the education and experiences of all our pupils across the school. All pupils have access to a wide range of technological devices, including desktop computers, tablets and switches. We have a fully accessible computer room.

For the majority of pupils at LSH, computing is used to enhance learning in other parts of the curriculum. For example, accessing numeracy programmes or online stories.

Through our delivery of computing, we aim to develop learners who are fully equipped with the skills to be part of a modern and technologically advanced world.

We actively teach and promote online safety and ensure that our pupils know how to keep themselves safe in a way that is appropriate for them.

## Assessments

1. There will be 3 assessments at the end of each quarter: Q1, Q2 and Q3. These will be worksheets based on access arrangements.
2. All students will be having a monthly formative assessment which can range from projects, posters, pen-paper based exam, oral assessment, role play and modelling to suit the learning profile of the student.
3. GCSE and A-level students will be appearing for 2 mock examinations based on their admission month which are as follows
  - a. August - June session: November and February
  - b. March - January: June and October

## Spiritual, Moral, Social And Cultural development through SPARK

At LSH we promote the spiritual, moral, social and cultural education of our pupils in the following ways:

Spiritual	Moral	Social	Cultural
<p style="text-align: center;"><b>RE</b></p> <p>Learning about different religions and spiritual identities.</p> <p style="text-align: center;"><b>Assemblies</b></p> <p>Weekly assemblies reflecting the diverse school population</p> <p style="text-align: center;"><b>Awe and Wonder</b></p> <p>Creating opportunities to show fascination and develop awareness of the world around them</p> <p style="text-align: center;"><b>Reflection and Contemplation</b></p> <p>Opportunities for reflection throughout the day.</p>	<p style="text-align: center;"><b>Promoting Democracy</b></p> <p>Various opportunities through the year, e.g., Jack Petchey Nominations</p> <p style="text-align: center;"><b>Managing Own Behaviour</b></p> <p>Pupils are encouraged to be responsible for their own actions</p> <p style="text-align: center;"><b>Making Choices</b></p> <p>Pupils are encouraged to make choices over all aspects of their day where possible</p> <p style="text-align: center;"><b>Positive Role Models</b></p> <p>Pupils learn from each other and staff act as role models.</p>	<p style="text-align: center;"><b>Develop Social Skills</b></p> <p>Numerous opportunities for social interactions</p> <p style="text-align: center;"><b>Working Cooperatively</b></p> <p>Pupils encouraged to work together and support one another</p> <p style="text-align: center;"><b>Helping Each Other</b></p> <p>Learning about the importance of helping others</p> <p style="text-align: center;"><b>Diversity</b></p> <p>Promote harmony by learning about people from different religions, countries and ethnic and family backgrounds.</p>	<p style="text-align: center;"><b>Celebrating Cultural Identity</b></p> <p>Celebrate and respect each other's cultures</p> <p style="text-align: center;"><b>Experiencing Cultural Activities</b></p> <p>Experience activities linked to the arts, music and sporting events</p> <p style="text-align: center;"><b>Interest in other Cultures</b></p> <p>Learning about customs from communities across the world</p> <p style="text-align: center;"><b>Celebrating Global Culture</b></p> <p>Celebrating our country specific identity and customs</p>

## University Requirements in India and Abroad:

Minimum requirements at grade 12 and grade 10 levels

For India:

1. English is compulsory till grade 12
2. 4 subjects based on the stream [ ex: Science stream includes Physics, chemistry, Biology and Mathematics]
3. Second Language can be dropped based on psych-ed assessments in grade 10

For global university admissions:

1. IGCSE / grade 10 should have 5 subjects and English and Math is compulsory
2. Minimum grade is C or Level 4
3. Minimum 3 subjects at grade 12 or A-level [ no compulsion for English / Mathematics]
4. IELTS/ Pearson English Academic Test is compulsory for Indian / Asian / European passport holders