



Therapeutic Education

Inspire-Motivate-Educate-Train-Employ



Pear Tree School Curriculum

2025-2026

Rev.2

Introduction

The Pear Tree Curriculum represents a unique opportunity to capture what we really do! For the curriculum to reflect our practice developed over many years and to demonstrate its connectivity. To see it's based on incremental learning and to inspire teachers and students to value what is taught and to motivate to learn and to do more.

Pear Tree's roots lie in providing activities thought to be of a therapeutic nature. The term therapeutic meaning to help to heal. Within an education context, maintaining the right balance between academic learning and achievement and therapeutic activities has been difficult to articulate. This curriculum achieves that balance whilst also highlighting that so much of learning can be fun and therefore also therapeutic.

This fun factor must never be forgotten in the development of ideas within a curriculum. The children we look after have suffered so much that opportunities to enjoy their time with us must be grasped and we must also remember that they are more likely to remember and learn when they feel safe and are enjoying their experiences.

All areas to be taught in ways commensurate with age and ability. Independent accreditation should be achieved whenever possible for underpinning questions.

This document represents learning opportunities we hope to create for all our students between 8 to 18 years old. The way these opportunities are delivered will vary depending on the students age and ability.

The amount of work covered will also depend on the age at entry to our service and a professional judgement needs to be made regarding how to prioritise what to do and when to do it, in order to meet each students' individual educational needs.

David Bartlett MBE Head Teacher Feb 2020

Areas that include 'cross curricular content' are indicated with the following abbreviations

Attitude to Education

Aesthetic & Creative (AC)

Social Moral Spiritual Cultural (SMSC)

Relationships and Sex Education (RSE)

Technology (T)

Linguistic (L)

Numerical (N)

Science (S)

Human & Social (HS)

PE (PE)

Speaking, Listening, Literacy and Numeracy

It is part of the cohesive nature of the organisation that members of the residential team will be supporting students throughout. Where 'direct' involvement is required this area is indicated with an ®

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Attitude to Education

1. Is the student inspired to attend education?

- a) They willingly attend education regularly
- b) They bring the correct equipment
- c) They bring and wear the correct clothes

2. Is the student motivated to engage in education?

- a) They can remain in class for the duration of the lesson
- b) They can stay on task for part of their lesson
- c) They can stay on task for the whole of the lesson

3. Is the student receptive to teacher/instruction intervention?

- a) They interact appropriately with school staff and peers
- b) They require a high level of support
- c) They require a medium level of support
- d) They require low level support

4. Is the student receptive to instruction in education?

(L)

- a) They listen to teachers and instructors and learn from them
- b) They can listen to feedback and use it constructively

5. Can the student listen and learn from teachers and instructors?

(L)

- a) They can follow simple instructions without the need for repetition
- b) They can follow complex instructions without the need for repetition
- c) They can ask appropriate questions
- d) They don't speak over students or staff
- e) They ask things that are relevant to the topic

6. Is the student positive about their education and open to new ideas and opportunities?

- a) They want to learn
- b) They are open to new ideas
- c) They enjoy learning
- d) They enjoy the opportunities afforded to them

7. Does the student have a positive impact on others and lead by example?

- a) They can help others by remaining on task through the lesson and not respond to others difficulties or disruptions
- b) They can offer support and advice to others appropriately

8. Has the student visited places of educational interest?

(All Areas)

- a) Visit York
- b) Railway Museum
- c) Castle
- d) York Minster
- e) A place of worship
- f) Killhope lead mining museum
- g) Beamish
- h) Raby Castle
- i) RNLi Museum at Redcar
- j) Barnard Castle

9. Is the student committed to their education and are motivated to learn independently?

- a) They have undertaken research on a chosen area independently
- b) They have undertaken tasks through to completion

10. Is the student inspired to want to learn and are motivated to do so outside of school time or following discharge?

- a) They have achieved a level of competence to facilitate a return to mainstream school
- b) They have visited proposed colleges of further education
- c) They have researched employment opportunities and visited potential employers
- d) They have used the skills learned to apply to a college of further education
- e) They have obtained employment with appropriate training

Linguistic Curriculum

1. Can the student make themselves understood? ®

(N)

- a) Understands why it's important to be understood
- b) Wants to be understood
- c) Can be understood orally
- d) Can form letters
- e) Can form numbers
- f) Can be understood in written work
- g) Can write legibly

2. Can the student verbalise the alphabet? ®

- a) Can recognise letter shapes
- b) Can go through the alphabet with support
- c) Can go through the alphabet independently

3. Does the student know phonic letter sounds, CVC and high frequency words?

- a) Know phonic sounds
- b) Know 25 high frequency words
- c) Know 50 high frequency words
- d) Know 100 high frequency words

4. Can the student read a simple text fluently? ®

- a) Read simple text
- b) Read simple reading books
- c) Read comics
- d) Read to a known audience

5. Can the student use common punctuation correctly?

- a) Use full stops and commas
- b) Use question/exclamation marks and speech marks
- c) Use apostrophes

6. Can the student apply basic grammar and tense? ®

(HS)

- a) Understand past, present and future
- b) Speak in the correct tense
- c) Write in the correct tense

7. Can the student talk about simple description of an object or event? ®

- a) Describe shapes
- b) Describe colours
- c) Describe scenery.
- d) Describe who was there
- e) Know when something happened
- f) Explain context

8. Can the student write a simple description of an object or event? ®

- a) Describe shapes
- b) Describe colours
- c) Describe scenery
- d) Describe who was there
- e) Know when something happened
- f) Explain context

9. Can the student read and follow instructions? ®

- a) Follow basic instructions
- b) Follow complex instructions
- c) Follow instructions without support

10. Does the student enjoy reading?

- a) Actively engage in accelerated reader program
- b) Engage in reading in school
- c) Read for pleasure at home ®
- d) Asks for new books ®

11. Can the student communicate effectively, verbally? ®

- a) Ask for advice
- b) Hold a conversation
- c) Explain to others
- d) Give tuition

12. Can the student communicate effectively in writing? ®

(T)

- a) Compose a letter
- b) Compose an Email
- c) Write a complaint

13. Can the student use ICT to correct their work and understand when it is needed?

(T)

- a) Use spell checker appropriately
- b) Use grammar checker appropriately
- c) Use auto correct functions
- d) Use predictive text correctly
- e) Use web-based grammar and spelling apps

14. Has the student used their linguistic skills to ask for and buy items and public transport tickets? ®

(HS)

- a) Has bought items from the corner shop
- b) Has bought items from the supermarket
- c) Paid for a meal in a restaurant
- d) Has bought bus tickets
- e) Has bought train tickets

15. Has the student used their linguistic skills to communicate with other agencies to seek help and advice? ®

- a) Communicated with Social worker
- b) Communicated with OFSTED
- c) Communicated with Childline
- d) Communicated with CEOPs
- e) Communicated with NHS Direct
- f) Communicated with CAMHS
- g) Communicated with Job Centre

16. Has the student achieved a certificate in this area commensurate with their ability?

- a) AQA Unit Awards
- b) Functional Skills English
- c) GCSE English

17. Has the student achieved a certificate of competence for a practical task using their linguistic skills to pass? ®

(T)

- a) Driver theory test
- b) Tractor driving test
- c) Food hygiene certificate
- d) First aid certificate
- e) Health and safety at work
- f) Fire Safety

18. Has the student visited places or events of significance to increase their understanding of linguistic education? ®

- a) *Joined the local library*
- b) *Been to the theatre*
- c) *Joined a drama group*

19. Has the student used their linguistic skills to research and explore future training opportunities independently? ®

- a) *They can read and understand a job description*
- b) *They can write a cv and fill out a job or college application form*

20. Has the student used their linguistics skills to achieve a successful outcome during an interview process for their next step independent of our school? ®

- a) *They have achieved a level of competence to facilitate a return to mainstream school*
- b) *They have applied to a college of further education*
- c) *They have applied for employment with appropriate training*

Numerical Curriculum

1. Does the student have basic number literacy? ®

- a) They can count to 10 and back to 1
- b) They can count to 50 and back to 1
- c) They can count to 100 and back to 1
- d) Can they identify odd and even numbers?
- e) Can they recognise numbers as words? (L)
- f) Can they recognise words as numbers?

2. Does the student have appropriate knowledge of number place value?

- a) They can use place value to 1000
- b) They can use place value to 10000
- c) They can use place value to 100000
- d) They can use place value to 1000000
- e) They can expand place value
- f) They can convert between expanded place value and standard form
- g) They can use a decimal point correctly and understand its place in numbers
- h) They can use decimal place value to 10ths
- i) They can use decimal place value to 100ths
- j) They can use decimal place value to 1000ths
- k) They can work to a given number of decimal points
- l) They can round to a given number of decimal points
- m) They can work to a given number of significant figures
- n) They can round to a given number of significant figures

3. Can the student add and subtract?

- a) They can add single digit numbers
- b) They can add double digit numbers
- c) They can add double digit with carrying
- d) They can add multiple digits
- e) They can add multiple digits with carrying
- f) They can subtract single digit numbers
- g) They can subtract double digit numbers
- h) They can subtract double digit with regrouping
- i) They can subtract multiple digits
- j) They can subtract multiple digits with regrouping

4. Can the student multiply and divide?

- a) They can multiply single digit whole numbers
- b) They can multiply a double-digit number by a single digit number
- c) They can use long multiplication of whole numbers
- d) They can divide single digit whole numbers
- e) They can divide a double-digit number by a single digit number

- f) *They can use long division of whole numbers*
- g) *They can multiply single digit numbers with decimals*
- h) *They can multiply a double-digit number with decimals by a single digit number with decimals*
- i) *They can use long multiplication of whole numbers with decimals*
- j) *They can divide single digit numbers with decimals*
- k) *They can divide a double-digit number with decimals by a single digit number with decimals*
- l) *They can use long division of numbers with decimals*

5. Does the student know the times tables? ®

- a) *They know the 2, 5 and 10 times table*
- b) *They know the 3, 4 and 6 times table*
- c) *They know 7,8, and 9 times table*
- d) *They know the 11 and 12 times table*

6. Does the student have a knowledge of numerical computation?

- a) *Can use + in mathematical sentences*
- b) *Can use - in mathematical sentences*
- c) *Can use = in mathematical sentences*
- d) *Can use > in mathematical sentences*
- e) *Can use < in mathematical sentences*
- f) *They understand negative numbers*
- g) *They understand basic rounding up and down of whole numbers*
- h) *They understand basic rounding up and down of decimal numbers*
- i) *They can use basic estimation in computation*
- j) *They can use reverse calculations to check answers*
- k) *They can use alternative calculations to check answers*

7. Does the student understand Fractions?

- a) *They understand what a fraction is and its relationship to a whole*
- b) *They understand what a numerator and denominator are*
- c) *Know simple fractions and how they relate to a whole number*
- d) *They can complete simple addition and subtraction of basic fractions*
- e) *They can complete simple multiplication and division of basic fractions*
- f) *They can compare and order simple fractions by size*
- g) *They understand the term equivalent fractions and can give examples*
- h) *They understand relationship between fractions and decimals*
- i) *They can convert fractions into decimals*
- j) *They can convert decimals into fractions*
- k) *They understand the principles of improper and mixed fractions*
- l) *They can convert between improper and mixed fractions*
- m) *They can perform basic computation using improper and mixed fractions*

8. Can the student tell the time using analogue and digital clocks? ®

(HS)

- a) They can tell the time using a digital clock (12 and 24 hour format)
- b) They can tell the time using an analogue clock
- c) They can use the correct terminology (ante-meridian and post-meridian)
- d) They can perform basic computation using time
- e) They can order processes using time (e.g. working back from a deadline)
- f) They can work backwards and forwards using units of time
- g) They can place times into chronological order
- h) They can read and understand a basic timetable (bus, train, college, etc)

9. Can the student use money? ®

- a) They can identify coins from other objects
- b) They can understand what money is used for
- c) They understand the units of UK Currency
- d) They can perform addition and subtraction of money
- e) They can calculate costs of products and work out change
- f) They can use estimation to estimate costs and change
- g) They can use money in realistic situations
- h) They can identify sources of income and expenditure
- i) They understand the difference between wages and salary
- j) They understand what National Insurance is and what it is used for
- k) They understand what PAYE is and what it is used for
- l) They understand what a pension is and why they are important
- m) They understand a basic pay slip
- n) They can identify the differences between essential and non-essential expenditure
- o) They are able to produce a simple weekly budget

10. Does the student have a working knowledge of Geometry?

- a) They can they name and recognize common 2D shapes
- b) They can explain some common properties of 2D shapes
- c) They can perform appropriate calculations related to common 2D shapes (e.g. area, perimeter, angles)
- d) They can name and recognize common 3D shapes
- e) They can explain some common properties of 3D shapes
- f) They can perform appropriate calculations related to common 3D shapes (e.g. surface area, vertices, volume)
- g) They know the common types of triangles
- h) They understand the common properties of triangles
- i) They can perform basic calculation using Pythagoras
- j) They can calculate areas and angles of triangles
- k) They can use sine, cosine and tangent where appropriate
- l) They understand and can use symmetry
- m) They can recognize and use reflective symmetry
- n) They can recognize and use rotational symmetry
- o) They can recognize and use translational symmetry
- p) They can use tessellation to arrange shapes in regular patterns

11. Does the student have a knowledge of the metric (SI) system?

- a) They have a knowledge of the standard metric prefixes and suffixes
- b) They have a working knowledge of the metric units of length
- c) They have a working knowledge of the metric units of area
- d) They have a working knowledge of the metric units of mass and weight
- e) They have a working knowledge of the metric units of capacity and volume
- f) They have a working knowledge of the metric units of temperature
- g) They have a working knowledge of the metric units of velocity and acceleration
- h) They have an understanding of the relationship between the units
- i) They can perform basic computation within and between the units

12. Does the student have a knowledge of Algebra?

- a) Can they use graphical means to represent numbers?
- b) Can they use letters to represent numbers?
- c) Can they put numbers into simple equations?
- d) Can they develop simple equations?
- e) Can they apply the rules of BIDMAS?
- f) Can they perform more complex computation using algebra?
- g) Can they apply the rules of factorization?
- h) Can they perform simultaneous equations?
- i) Can they solve quadratic equations?

13. Does the student have knowledge of data handling and statistical processing?

- a) Do they have an awareness of primary and secondary data?
- b) Do they understand the importance of verifying data?
- c) Can they order data using tally charts?
- d) Can they order data using tables?
- e) Can they graphically represent data using appropriate common methods?
- f) Can they interpret data and make observations from graphs?
- g) Can they use graphs to identify anomalies in data sets?
- h) Can they use graphical data to identify trends and make predictions?
- i) Do they know the meaning of the terms mean, median, mode and range?
- j) Can they calculate mean values of a data sample?
- k) Can they calculate median values of a data sample?
- l) Can they calculate modal values of a data sample?
- m) Can they calculate the range of a data sample?

14. Does the student have a knowledge of percentages?

- a) Do they understand that a percentage is a fraction of 100?
- b) Do they understand how percentages are used to compare dissimilar ranges?
- c) Can they calculate percentages as fractions?
- d) Can they calculate fractions as percentages?
- e) Can they calculate percentages from a given range of values?
- f) Can they calculate values from percentages?

15. Does the student have an understanding of ratios?

- a) Do they know what a ratio is?
- b) Can they use simple ratios to calculate quantities (e.g. cake mix, concrete? two-stroke mix)?
- c) Can they identify and state ratios from given quantities?
- d) Can they use ratios to scale numbers up and down?

16. Can the student demonstrate how they can use numerical skills in our working environments? ®

(S) (T)

- a) Can count the correct feeding requirements for animals?
- b) Can make repairs using measuring skills?
- c) Can make items in the workshop?
- d) Can follow a recipe and measure ingredients in the kitchen?
- e) Can count out trees and shrubs when planting a plantation or hedge?

17. Have they achieved a certificate of competence commensurate with their ability?

- a) Entry Level 1 Functional Skills
- b) Entry Level 2 Functional Skills
- c) Entry Level 3 Functional Skills
- d) Level 1 Functional Skills
- e) Level 2 Functional Skills
- f) GCSE Maths

18. They have visited or experienced events or places of interest that have increased their knowledge of numerical learning? ®

(S) (AC)

- a) Planned a visit using a train or bus timetable
- b) Planned a visit and purchased a train or bus ticket
- c) Managed their clothing allowance and saved for future expenditure
- d) Used their money saved to purchase items planned for
- e) Visited an architect designed house and gardens to look at symmetry, reflection and tessellation
- f) Visited a science museum

19. They have used their numerical knowledge independently? ®

- a) Open a bank account
- b) Manage a bank account
- c) Made a cash withdrawal at a bank
- d) Planned savings for future expenditure
- e) Made purchases that have been planned for
- f) Raised money for a charitable donation and understand the significance of the value
- g) Made a charitable donation

20. They have been inspired to use their numerical skills outside of school time or after discharge? ®

- a) *Identified an area of research and undertaken this independently*
- b) *They have achieved a level of competence to facilitate a return to mainstream school*
- c) *They have applied to a college of further education*
- d) *They have researched, found and applied for employment and training*

1. Does the student have an understanding of the properties of Earth, Water, Fire and Air and their importance to life?

(L) (HS)

- a) Learn about the earth, what it's made of
- b) Soil structure how we can improve soil to increase growth of plants
- c) Different types of soil
- d) Water, what it's made of, how plants and animals need water to live
- e) How we can collect water
- f) The water cycle, rivers and seas
- g) Dangers of water, drowning, flooding, rise in sea levels
- h) Air, what it's made of, how it is important to all life
- i) Air quality and climate change
- j) Fire, the sun, how man first made fire, it's dangers, how to light and control fire and use it constructively. It's uses in craft and engineering. Cooking, Central heating, fossil fuels. combustion engines, tractors, work in the forge

2. Does the student understand their place in the universe?

(L) (HS)

- a) Knows the basics about the sun and the moon
- b) Can identify planets
- c) Describe the movement of sun, moon and planets
- d) Used a telescope

3. Does the student have an understanding of the particle model of solids, liquids and gasses?

(T)

- a) What are some of the differences between solids, liquids and gasses?
- b) Water going from solid ice, to water to gas
- c) Metal being heated in the forge going from a fixed solid to a malleable metal that can be made in to ornamental or functional objects and then returning to a fixed solid

4. Does the student understand the properties of Animals, Vegetables and Minerals?

- a) Learning about minerals, how they are present in the world around us. How they feed plants and animals
- b) Learning about plants. Plants in different environments, how we use plants and their role in the food chain. How they are eaten by animals
- c) Learning about animals. Animals in different environments, how they eat plants and convert plant material into meat which is eaten by other animals. Animals in the food chain

5. Does the student understand the life-cycle and habitat of plants?

(L) (T)

- a) *From seed to full grown*
- b) *Plants in different environments*
- c) *Plants with varying longevity. ie annuals, bi-annuals, shrubs and trees*
- d) *Roots, plants, bulbs and leaves*
- e) *Their uses and place in the food chain*
- f) *Their use as bedding materials*
- g) *Their use in the workshop*
- h) *Their use as building materials*
- i) *How to plant a new forest, looking at the diversity of species and their different growing times to create a woodland area that will last for centuries*
- j) *Creating wildlife habitats*
- k) *Why we should plant trees and their importance to the planet*
- l) *Grassland management. How we look after our pastures for different reasons*
- m) *Arable land, produce of cereals and how we use them. Baking and animal feed, straw the by product for bedding*
- n) *Planting hedges to create a boundary*

6. Does the student understand the life-cycle and habitat of animals?

(L) (ES)

- a) *Different types of animals and what makes them different including insects, birds, fish, reptiles and mammals*
- b) *Birth to full grown, looking at chicks reared in the incubator, lambs reared by their mothers and pet (orphan) lambs reared by hand by farm staff. Through to slaughter*
- c) *Egg-chick-chicken (incubating chicks in the classroom)*
- d) *Pollination by insects*
- e) *Helped to collect honey from bees*
- f) *Helped with sheep or alpaca shearing*
- g) *Considered wool as a material and it's uses, clothing and craft*
- h) *Calves reared by their mothers, grass fed in the fields converting grass to beef. Full grown, through to slaughter*
- i) *Pigs, as above*
- j) *Foals, reared, being weaned from their mothers, being trained away from their mothers for the first time*
- k) *Being trained at different stages of development through to riding horses*
- l) *The correlation between the above and human*
- m) *Beasts of burden and their role in history. Agriculture, war, transport of goods and people*

7. Does the student understand the food chain?

(L)

- a) *Plants in different environments grow and are eaten by different types of animals*
- b) *Animals eat plants in different environments converting plant material to muscle*
- c) *Animals are eaten by other animals*
- d) *The food chain hierarchy*
- e) *Decomposition and Composting*

8. Can the student record and log data?

(N) (L)

- a) Counting livestock in a field or enclosure
- b) Moving livestock to fresh pasture or an enclosure
- c) Participate in ear tagging
- d) Help with cattle movement
- e) Help in the farm shop
- f) Collect eggs

9. Does the student understand where their food comes from? ®

- a) Growing plants in the garden and on the farm, harvesting them for use as feed to other animals or direct to the kitchen
- b) Working on the farm being involved in rearing animals and the process through to the kitchen
- c) Fishing, catching and eating
- d) Preparing game to be eaten
- e) Understand what different foods do to our body and why it is important to have a balanced diet
- f) How to avoid food waste

10. Does the student understand the basic concepts of animal biology?

(L)

- a) Parts of the animal externally
- b) Parts of the animal internally
- c) Respiratory system of an animal
- d) Circulatory system of an animal
- e) Digestive system of an animal
- f) Reproductive system of an animal

11. Does the student understand the basic concepts of human biology? ®

(L) (SMSC) (HS)

- a) Name parts of the body
- b) Have a basic understanding of human reproduction
- c) Describe functions of some organs
- d) Recognise the impact of diet on the body
- e) Recognise the impact of drugs on the body
- f) Recognise the impact of exercise on the body

12. Does the student understand about diseases, infections and viruses?

- a) They are aware of different diseases and their impact on animals and humans. Including the common cold, influenza, phenomena and Covid 19 and how these effect people differently
- b) They are aware of the need for protective measures to reduce the risk of contracting and spreading infection, at home at school and in the workplace

- c) They are aware of the importance of biosecurity measures and can apply these where necessary. Eg what disinfectant is and how it works, disinfecting tools, wiping down tables and chairs and other work areas
- d) They are aware of the concept of a household bubble and why it is safe to be close to people from the same household but not those from outside of their household bubble
- e) They are aware of the importance of Social Distancing and how to apply it
- h) They are aware of the conditions of a Lockdown procedure and how these can be implemented by a home a school or a Nation
- i) They can use protective measures effectively and appropriately depending on the circumstances
- k) They follow news and current affairs to keep themselves updated

13. Does the student understand the seasons?

(L) (HS)

- a) Why there are different seasons
- b) The solar calendar, the earths relationship with the sun
- c) The Winter solstice
- d) The Spring Equinox
- e) The Summer Solstice
- f) The Autumn Equinox
- g) The impact and importance to plants and animals of Winter
- h) The impact and importance to plants and animals of Spring
- i) The impact and Importance to plants and animals of Summer
- j) The impact and importance to plants and animals of Autumn
- k) The impact of on our emotional wellbeing of reducing and then increasing daylight
- l) The impact of the seasons on the weather and climate

14. Does the student understand the importance of light?

(L)

- a) Importance of light in growing plants
- b) Importance of light to health of animals and humans
- c) How to protect our eyes from (sun or welding) dangerous light
- d) How light causes colour (rainbows)

15. Does the student understand the basics of Volume, Mass and Density?

(T)

- a) This can be demonstrated by filling hay nets. Weighing and measuring hay nets
- b) Workshop-selecting appropriate materials for the task and outcome
- c) The raft race, building a craft that floats

16. Has the student been involved in a Scientific experiment?

(L) (N)

- a) How to use a microscope. (plant or animal cells)
- b) Cultivating bacteria. (chemistry)
- c) Using the Weather Station. (Weather and climate)
- d) Measuring Skeletons. (Biology)
- e) How a steam engine works.
- f) Colour chromatography.

g) *The egg lander project. (Gravity and Forces)*

17. Has the student been present during a veterinary/surgical procedure undertaken by a visiting vet or farm and stable staff?

(L) (N)

- a) *Castrating and docking lambs tails*
- b) *Treating fly strike*
- c) *Ear tagging*
- d) *Castrating cattle*
- e) *Castrating horses*
- f) *Treating injuries to animals*
- g) *Worming livestock*

18. Have they visited a museum or Exhibition of science? ®

(HS)

- a) *The Science museum in London*
- b) *The Natural History museum in London*
- c) *The life Centre, Newcastle*
- d) *The Discovery museum, Newcastle*
- e) *Alnwick Gardens*

19. Can they use their scientific knowledge in a practical manner safely and independently? ®

(T)

- a) *They are aware of the need to use PPE and do so without prompting*
- b) *They can select from a variety of tools available the correct equipment for the chosen task in hand in the work shop or forge, on the farm, on the stable yard in the garden, kitchen.*
- c) *They can undertake given tasks through to completion independently*
- d) *They can be given an area of responsibility in one or more of the working environments above and maintain that responsibility independently without prompting*
- e) *They are motivated to attend to one of these areas above outside of school times at weekends or holidays*

20. They are inspired and motivated to want to learn more about scientific subjects outside of school time or following discharge. ®

(L)

- a) *They have completed research on a chosen area independently*
- b) *They have completed work on the above topic independently*
- c) *They have achieved a level of competence to facilitate a return to mainstream school*
- d) *They have applied to a college of further education*
- e) *They have researched and found employment which uses the skills and knowledge learnt*

Technology Curriculum

1. Can the student be safe in our designated working environment?

- a) Use appropriate PPE
- b) Understand the need for PPE
- c) Is safe to use tools

2. Can the student do basic tasks in our designated working environment?

(L) (N)

- a) Mark and measure accurately
- b) Clean up after themselves
- c) Keep work area tidy
- d) Get tools out
- e) Fill hay nets
- f) Water plants
- g) Muck out using a wheelbarrow

1

3. Does the student know how to use a computer or internet connected device (tablet/iPad etc) to a basic level? ®

(S)

- a) How to charge it up
- b) How to switch it on
- c) How to access applications

4. Does the student know what the internet is and why we would use it? ®

(L)

- a) How to access the internet
- b) How to search for information
- c) How to download and print off information
- d) What it means to be safe online
- e) Understand the risk associated with the internet
- f) How to use email appropriately
- g) How to use and generate a secure password
- h) Understand simple e-safety terminology

5. Does the student know how to stay safe online? ®

(L) (SMSC) (RSE)

- a) They are aware that people on the internet are not who they purport to be
- b) They are aware of the laws around e-safety (upskirting, sexting, revenge porn)
- c) They know who to report problems to
- d) Begin to develop digital resilience
- e) Understand that extremist groups use the internet and social media to spread their ideology and recruit vulnerable young people

6. Has the student experienced work with textiles?

- a) Batik
- b) Leatherwork
- c) Rag Rug, clippy mat making
- d) Felting
- e) Knitting
- f) Machine and hand sewing

7. Has the student experienced working with different agricultural tools and machinery?

(L) (S)

- a) Used spade or shovel
- b) Used hammer and saw
- c) Ridden on buggy (as passenger)
- d) Watched tractor and/or potato planter

8. Has the student made or been involved in the repair of items of a practical application in a working environment?

(L) (HS) (S) (N) (AC)

- a) Fencing
- b) Making stable doors
- c) Painting stables and/or fencing
- d) Bike repair and maintenance
- e) Repairing furniture
- f) Restoring garden tools

9. Is the student able to use machinery in a working environment safely?

(L) (S)

- a) They have demonstrated the ability to follow instructions in sequential order and do so without deviating from their instructions
- b) They can identify often used tools
- c) They are able to use hand tools with simple working parts such as pruning cutters or shears, push wheelbarrow
- d) They are able to use small hand held mechanical tools such as garden strimmer, hedge cutter, push lawnmower
- e) They are able to use small simple machinery such as the golf buggy, ride on lawn mower.
- f) They are able to demonstrate a deeper understanding of the tasks in hand and not just its immediate function
- g) They can identify all tools from forge/workshop/garden/farm/yard
- h) They are able to drive a tractor in a wide-open area with pulled attachments, such as harrows, rollers, link box or trailer
- i) They are able to complete complex turns and have precision control over the tractor and the implement being used
- j) They are able to drive the tractor and attachments in confined spaces
- k) They are able to use the tractor with equipment with more complex working parts powered by the tractors power take off shaft (PTO) attachment, such as topper, hay turner. NB This last question is for over 16-year-olds only

10. Can the student design in a 2-dimensional way objects to be made in 3 dimensions?

(L) (AC)

- a) Draw on paper in a way which communicates ideas to others of what is planned to be made
- b) Make prototype models of the intended idea and test modifications
- c) Design and build an item based on solving an identified problem or need

11. Can the student use basic office/graphical ICT?

(L) (N)

- a) Use a digital camera ®
- b) Use WP software ®
- c) Use presentation software
- d) Design a simple website
- e) Been involved with digital video production

12. Can the student design and make 3 Dimensional objects that are either aesthetic or functional?

(N) (PE) (S)

- a) Choosing correct materials
- b) Choosing the correct tools
- c) Accurate application of tools and equipment
- d) Building cross country fences
- e) Making wreathes
- f) Making Easter baskets
- g) Making sheep hurdles

13. Is the student able to function in a kitchen environment?

(L) (AC)

- a) They can make a sandwich ®
- b) They can put together a simple meal ®
- c) They can use basic kitchen appliances ®
- d) They are able to prepare basic meals using raw ingredients ®
- e) They are able to bake cakes and pastries from raw ingredients ®
- f) They are able to produce complex meals of different varieties ®
- g) They are aware of all health and safety procedures and COSHH requirements ®
- h) They have completed a food hygiene certificate ®
- i) They are able to function in a commercial kitchen

14. Does the student an understanding of basic mechanics and electronics?

(L) (S) (N)

- a) Helped repair a farm vehicle
- b) Produced small models with simple working parts
- c) Produced a model with complex working parts
- d) A basic understanding of voltage and current
- e) Have knowledge of a basic electrical circuit
- f) Know the unit of measurement of electricity

15. Does the student understand the properties of materials and how to best use them?

(L) (AC)

- a) *Select appropriate timber for job identified task*
- b) *Select appropriate metals for job identified task*
- c) *Selecting appropriate plastics for job identified task*

16. Can the student use their technological knowledge to design and complete a project independently?

(N) (L) (AC)

- a) *They have independently designed and produced a finished piece in the forge, workshop, kitchen, farm or classroom*

17. Has the student visited a museum or place of technological interest? ®

- a) *Darlington pumping station*
- b) *Locomotion*
- c) *Beamish*
- d) *Killhope Lead Museum*
- e) *Transporter bridge*
- f) *The Saltburn Cliff Lift (funicular railway)*
- g) *Angel of The North*

18. Can the student use their technological knowledge to work in a working environment independently?

(N) (L)

- a) *Work on a tractor independently*
- b) *Meet time measured targets*
- c) *Take responsibility for an area outside of school time*
- d) *Achieve a working role at Pear Tree, independently*
- e) *Gain work experience independently of Pear Tree*
- f) *Gain part-time employment independently*

19. They can use their knowledge of ICT and Technology safely and independently.®

(RSE)

- a) *They have demonstrated that they can manage their social media presence in a safe and appropriate manner*
- b) *They can use technology for projects and research without difficulties or issues created.*
- c) *They have developed trust in careers and supervisors through competent use and consistent safe practices*
- d) *They are aware that people on the internet are not who they purport to be and how to effectively deal with these situations*

20. They are inspired and want to learn more about ICT and Technology and are able to use those skills safely outside of school time or following discharge. ®

(N) (L)

- a) *They have achieved a level of competence to facilitate a return to mainstream school*
- b) *They use online banking to manage their finances and plan for future spending*
- c) *They have used ICT to apply to a college of further education*
- d) *They have used ICT to search for employment and applied for the vacancy identified*
- e) *They have used ICT to find employment*
- f) *Have digital resilience*

Human and Social Curriculum

1. Does the student have an understanding of time?

(PE) (T) (L) (N)

- a) The student knows how to measure recent and current time using a digital and analogue clock ®
- b) The student can measure time over the year using a calendar ®
- c) The student can recall events and accurately describe when they were using a clock and calendar ®
- d) The student can use a clock and calendar to plan for future events in the day, week, month and year ®
- e) They can identify mid-day using the sun
- f) They have an understanding the history of measuring time and the relevance of village churches using the bell tower to inform those around working in the fields of the time

2. Does the student have an understanding of history?

(L) (N)

- a) The student can demonstrate and understanding of measuring historic time using a calendar ®
- b) They have an understanding of Prehistoric
- c) They understand what BC/AD/BCE/CE means
- d) The student can give examples of events (using dates) of local or national importance that have happened prior to 1900. (Battle of Hastings, Magna Carta, The Slave Trade, The Abolishment of Slavery, The Industrial Revolution, The Invention of the Steam Engine.)
- e) The student can give examples of events (using dates) of local or national/international importance that have happened between 1900 and 1999. The First World War, The Second World War and The holocaust
- f) The student can give examples of events of significance (using dates) since 2000. 9/11, The death of Nelson Mandela and Brexit ®

3. Is the student aware of how we have been invaded over the centuries and the impact both positive and negative of these invasions?

(L)

- a) The Romans
- b) The Vikings
- c) The Normans
- d) How the Germans tried but were unsuccessful
- e) The significance of the English Channel, Dunkirk and the Battle of Britain

4. Does the student know where they are in the world?

(PE)

- a) They are able to identify where they are on a local map ®
- b) They are able to identify where they are on a regional map
- c) They are able to identify where they are on a national map
- d) They are able to identify where they are on a map of the World

5. Does the student have an awareness of the world around them?

(PE) (L) (N)

- a) They can name and identify the countries that make up the United Kingdom
- b) They can name and identify the 7 continents of the world
- c) They can name some of the countries that are members of the Commonwealth
- d) They can name some of the countries that make up the European Union
- e) They can identify the Northern and Southern Hemisphere
- f) They can identify at least 6 flags of the world

6. Does the student understand the concept of maps and mapping conventions?

(PE) (L) (N)

- a) They are able to read a basic guide map and identify simple features
- b) They are able to read an OS map and identify more complex features
- c) They are able to use a 4-figure grid reference
- d) They are able to use a 6-figure grid reference

7. Is the student able to use a map to navigate?

(PE) (L) (N)

- a) They are able to use a basic guide map to navigate a place of interest ®
- b) They are able to use an OS map to navigate a local walk
- c) They are able to use an OS map on varying terrain

8. Does the student understand what Geographical Features are and are able to identify them in the field?

(PE) (L) (N)

- a) They have looked at national mountains and moors and can name more than 2 of each
- b) They have looked at regional mountains and moors and considered how they were formed
- c) They have looked at regional mountains and moors and can name animal, vegetable and mineral elements
- d) They have looked at national rivers and can name 4
- e) They have looked at rivers and considered how they are formed
- f) They have looked at rivers and can name animal, vegetable and mineral elements
- g) They have looked at the life of a local river from its source to the sea

9. Does the student have an understanding of how geography has impacted on an area's development through the ages?

(PE) (L) (N)

- a) Rivers as a source of food
- b) Rivers as a source of transport
- c) Coastal areas as ports
- d) Coastal areas as fishing villages, towns and cities
- e) How hunters became farmers
- f) How farming varies depending on geography
- g) History of farming, rig and furrow, The Enclosure Act (1773), planting hedges and building walls

10. Does the student understand the Seasons?

(S) (L) (N) (AC)

- a) *Where is the Earth in The Universe and our Solar System?*
- b) *Why we have seasons*
- c) *The Earths relationship with the Sun*
- d) *The Solar Calendar*
- e) *The Winter Solstice*
- f) *The Spring Equinox*
- g) *The Summer Solstice*
- h) *The Autumn Equinox*
- i) *The impact of the changing seasons on plants and animals*
- j) *The impact of the changing seasons on our emotional wellbeing due to either reducing or increasing daylight*
- k) *The importance of daylight on our physical and mental health*
- l) *How the Solar calendar is celebrated in our festivals* ®

11. Does the student have an understanding of the significance of common festivals and why we celebrate them? ®

(AC)(SMSC) (L)

- a) *Christmas* ®
- b) *Chinese New Year*
- c) *Valentine's Day*
- d) *Easter* ®
- e) *May Day*
- f) *St George's Day*
- g) *Eid*
- h) *Hanukkah*
- i) *Diwali*
- j) *Harvest festival*
- k) *Halloween* ®
- l) *Bonfire night* ®
- m) *Armistice Day*
- n) *Another*

12. Does the Student have an understanding of the Weather and Climate?

(S)

- a) *How the seasons effects our weather*
- b) *How the weather changes throughout the world due to the changing seasons.*
- c) *How to understand the weather forecast.* ®
- d) *How we can use our weather station to measure the weather.*

13. Does the student have and understanding of Climate Change?

(S) (L)

- a) *What is climate change* ®
- b) *The effects of climate change in other countries*
- c) *How man has brought about an increase in climate change and global warming*
- d) *How does politics address climate change?*
- e) *How can individuals help to address climate change?*

14. Does the student have an understanding of how living on an island has significance?

(S) (L)

- a) *The weather, gulf stream, jet stream*
- b) *Trade, birth of an empire, slave trade*
- c) *Defence, those that invaded, those that tried*
- d) *Our relationship with the rest of the world, the Commonwealth and the EU*

15. Does the student have an understanding of The Law in England and Wales and its development? How we led the world?

(L)

- a) *The Magna Carta, how it came to be*
- b) *That laws are there to protect everyone* ®
- c) *The justice system* ®
- d) *Crime and punishment over the centuries*

16. Does the student have an understanding of democracy and how it works?

(L)

- a) *Local Authorities and their responsibilities, the election of councillors*
- b) *Members of Parliament and how they are elected*
- c) *The Government and how it is elected*
- d) *The Houses of Parliament and what they do*
- e) *The Head of State and the Crowns relationship with Parliament*
- f) *How to take part in an election*
- g) *How to vote for a school award*

17. Does the student know what Fundamental British Values are? ®

(L)

- a) *What is meant by Democracy?*
- b) *What is meant by The Rule of Law?*
- c) *What is meant by Individual Liberty?*
- d) *What is meant by Mutual Respect?*
- e) *What is meant by Tolerance?*
- f) *What is meant by Protected Characteristics?*
- g) *What is meant by Radicalisation?*

18. Has the student visited places or events of significance to increase their understanding of Human and Social behaviour? ®

(L) (PE)

- a) *Walks in the mountains and moors*
- b) *Followed a river from source to the sea*
- c) *Attended a Remembrance parade* ®
- d) *Attended a Holocaust memorial event*
- e) *Visited Roman remains. (Piercebridge, Hadrian's wall, Binchester Fort.)* ®
- f) *Jorvik centre, York to learn about the Vikings*
- g) *Visited a Norman Castle (Richmond, Tower of London)*
- h) *The Natural History Museum*
- i) *Imperial War Museum*

- j) *10 Downing Street*
- k) *The Houses of Parliament*
- l) *Buckingham Palace*
- m) *The Royal Observatory at Greenwich*
- n) *Beamish Museum*

19. Has the student used their knowledge of Human and Social behaviour to undertake practical tasks independently? ®

(N) (L) (PE)

- a) *Plan future events using a calendar or diary*
- b) *Plan journeys using a bus or train timetable*
- c) *Use a watch or digital clock to manage their time and arrive on time due to good time management. Such as home contact or an interview*
- d) *Be able to navigate around a place of interest using a guide map independently*
- e) *Be able to undertake a walk using a map independently*
- f) *Voted for a school award*

20. Is the student inspired and motivated to want to learn more about human and social behaviour independently or following discharge? ®

- a) *They have chosen an area of interest and researched this independently*
- b) *They have achieved a level of competence to facilitate a return to mainstream school*
- c) *They have used the skills learned to apply to a college of further education*
- d) *They have used the skills learned to find training and employment*

Aesthetic and Creative Curriculum.

1. Can the student produce simple drawings and artwork? ®

- a) Using a pencil
- b) Using felt tip pens
- c) Can rub out

2. Can the student colour in without going outside of marked areas? ®

- a) Using a pencil to shade
- b) Using felt tip pens
- c) Using coloured pencils
- d) Using pastels/chalks

3. Can the student identify colours and use them in a planned piece of work?

- a) Using felt tip pens
- b) Using paint
- c) Using coloured pencils
- d) When arranging flowers

4. Can the student identify primary colours and mix them appropriately using paint?

(L)

- a) Name primary colours
- b) Mix colours
- c) Apply paint to demonstrate a spectrum of colours
- d) Name secondary and tertiary colours
- e) Use a colour wheel

5. Can the student produce 2D paintings and drawings which demonstrate underpinning knowledge and an expression of ideas?

- a) Demonstrate light and dark
- b) Demonstrate gradual shade
- c) Create depth
- d) Create mood and atmosphere

6. Can the student produce drawings demonstrating technical knowledge of measurement and symmetry?

(N) (L)

- a) Can use a rule r®
- b) Can use a straight edge ®
- c) Can measure accurately ®
- d) Can determine proportions ®
- e) Can demonstrate symmetry ®
- f) Can demonstrate planning and show developing ideas

7. Can the student produce work in a variety of different media? ®

- a) Pencil
- b) Pens
- c) Ink
- d) Chalk
- e) Charcoal
- f) Paint
- g) Textiles

8. Can the student arrange items in an aesthetically pleasing way?

(S) (SMSC)

- a) Still life in the classroom
- b) Christmas decorations ®
- c) Exhibiting work
- d) Flower arranging in the school or home
- e) Flower and vegetable arrangements in the garden
- f) Arrangements in the kitchen or dining areas
- g) Wreathes
- h) Organising their bedroom ®

9. Can the student produce a 3D object with form and structure?

- a) Metalwork in the forge
- b) Clay modelling
- c) Wood carving
- d) Sculpture using a variety of materials
- e) Mosaics
- f) Felt objects
- g) Junk sculpture

10. Can the student apply colour to a 3D object?

(HS)

- a) *Paint models made in the classrooms*
- b) *Paint items made in the work shop*
- c) *Paint items made in the forge*
- d) *Paint items in a working environment, fencing, stables, domestic decoration ®*
- e) *Apply colour to fabrics*
- f) *Choose coloured fabric for rag-rugs*

11. Can the student demonstrate the ability to apply creativity in a variety of settings?

(S)

- a) *In the classroom*
- b) *In the workshop*
- c) *In the forge*
- d) *On the farm*
- e) *In the gardens*
- f) *In the kitchen*
- g) *Painting and decorating in the home ®*
- h) *In the dance studio*

12. Can the student identify religion and cultures through art?

(L) (SMSC)

- a) *Christian art*
- b) *Islamic art*
- c) *Aboriginal art*
- d) *Hindi art*
- e) *Can the student identify varying different forms of garden design?*
- f) *English cottage gardens*
- g) *English landscape*
- h) *Islamic gardens*
- i) *Religious expression through dance and music*

13. Can the student demonstrate an appreciation of and identify Music of different genres? ®

(L)

- a) *Rock and Pop*
- b) *Country*
- c) *Folk*
- d) *Classical*
- e) *Rap/HipHop*
- f) *Jazz*
- g) *Dance*

14. Can the student play a musical instrument? ®

(L)

- a) Any instrument including attendance at private lessons

15. Has the student been involved in a performance in front of an audience? ®

(L)

- a) Any performance in school or independent organisation, evening classes or groups
- b) Volunteered at Kynren
- c) Taken active part in school film

16. Has the student experienced live music? ®

- a) Street performer
- b) A performance at a local centre
- c) A concert at a theatre or arena venue

17. Has the student experienced a Theatrical production? ®

(L)

- a) Kynren
- b) A Pantomime
- c) The Sound of Music
- d) The King and I
- e) Miss Saigon
- f) The Lion King
- g) War Horse
- h) Another

18. Has the student visited an art gallery or exhibition? ®

- a) The local Mining exhibitions in Spennymoor and Bishop Auckland
- b) The Bowes Museum
- c) The National Gallery
- d) Dorman Museum
- e) Another

19. Can the student use their creative knowledge in a practical manner independently?

(L)

- a) They can select from a variety of mediums
- b) They can choose the correct accompanying tools and/or equipment
- c) They can undertake a project through to completion independently

d) *They can clean and tidy work area without prompting*

20. Is the student inspired and motivated to want to learn more about being creative outside of school time or following discharge? ®

(L)

- a) *They have chosen to work on a project independently*
- b) *They have completed work on the above project independently*
- c) *Attended an evening art, craft, dance or music*
- d) *They have achieved a level of competence to facilitate a return to mainstream school*
- e) *They have applied to a college of further education*
- f) *They have researched and found employment which uses the skills and knowledge learnt*

SMSC Curriculum

SPIRITUAL.

1. Does the student have an awareness and understanding of different faiths and beliefs and how they are valued around the world? ®

(L) (HS)

- a) Christianity
- b) Islam
- c) Buddhism
- d) Hinduism
- e) Judaism
- f) Another

2. Does the student have an awareness of their own Faiths or beliefs or of those around them and how they are relevant to everyday life? ®

(L)

- a) The story of Christmas
- b) Lent
- c) Shrove Tuesday
- d) The story of Easter
- e) Remembrance Sunday
- f) Another

3. Does the student have an awareness of a variety of religions, faiths and beliefs and how they are worshipped at different times of the year? ®

(L) (HS)

- a) Islamic Festivals
- b) Buddhism Festivals
- c) Hindu Festivals
- d) Any other Festivals

4. Can the student be reflective of others with varying different religious beliefs and consider relevant issues?

(L)

- a) In a classroom discussion
- b) In a school debate
- c) In discussion during a visit
- d) In discussion at home ®

MORAL.

5. Does the student have an understanding of morality and can demonstrate this in their behaviour? ®

(L)

- a) They know the difference between right and wrong

- b) *They understand what external boundaries are and how to respect them*
- c) *They understand what internal boundaries are and how to use them*
- d) *They understand what the law is and why it must be respected*
- e) *They understand that laws are in place to protect everyone*

6. Does the student understand the importance of honesty in any relationship and demonstrates this? ®

(L)

- a) *They are honest with teachers, instructors and carers*
- b) *They are honest with their peers*
- c) *They are honest with their family*
- d) *They are honest with themselves*

7. Does the student consider different situations that reflect an ethical issue and verbalise their views?

(L)

- a) *Watching a chosen film with relevant content ®*
- b) *Watching a play with relevant content ®*
- c) *Taking part in a house meeting ®*
- d) *Taking part in a classroom discussion*
- e) *Taking part in a school debate*
- f) *They have the ability to respect the views of others that they may not agree with ®*

SOCIAL

8. Does the student have self-awareness and understands how their behaviour impacts on those around them? ®

(L)

- a) *They have good personal hygiene*
- b) *They have a sense of what appropriate dress is depending on the activity, in school or out of school time and that dress can give statements as to their feelings, emotions and consideration for others*
- c) *They are aware of their own aura and how their emotional presentation can affect others*
- d) *They remember to say please and thank you without prompting*

CULTURAL

9. Does the student have an awareness of Fundamental British Values and embrace these in their everyday life? ®

(L)

- a) *The importance of Democracy*
- b) *The importance of Individual Liberty*
- c) *Tolerance of Others*
- d) *Respect and Tolerance*
- e) *Rule of Law*

10. Is the student aware that we live in a multicultural society with people of varying beliefs, sexual orientations and gender identities and embraces these in their everyday life? ®

- a) They have eaten different cuisine from different cultures as part of celebrating their festivals
- b) They speak respectfully of others with different cultures
- c) They behave respectfully to others of different cultures
- d) They understand multiculturalism is protected in law

11. Does the student respect the school's culture?

- a) They always wear their appropriate school uniform
- b) They arrive equipped for the day ahead
- c) They are respectful towards teachers' instructors and carers
- d) They are respectful towards their peers
- e) They partake in school activities
- f) They partake in school events
- g) They have attended a Pear Tree film
- h) They have been on school trips

12. The student has an understanding of our democratic system and how it works?

(L)

- a) Local Authorities, their responsibilities, the election of a council member
- b) The election of members of Parliament
- c) Parliament how it works
- d) The government, how it is elected
- e) The House of Lords
- f) The Magna Carta, the foundation of British law and how our history has shaped our values and continues to shape our futures
- g) They have taken part in a political debate
- h) They have voted for others in a values award

OUTCOMES

13. Has the student been actively involved in doing something for others when there was no apparent reward for doing so?

(L)

- a) They get the farm gate for others ®
- b) They offer to make a drink for others without prompting ®
- c) They help to clear up after a meal ®
- d) They help to prepare meals ®
- e) They have made items in the workshop for friends or relatives
- f) They have made items in the workshop, forge or classroom for the Christmas hampers and delivered them to people living in the school's local community

14. Has the student embraced the school's corporate values and demonstrates these to others? ®

(L)

- a) They show courage
- b) They show respect
- c) They demonstrate responsibility
- d) They have integrity
- e) They show kindness

15. Does the student respond positively to being involved in artistic, musical, sporting and cultural opportunities?

(L) (T) (AC)

- a) They enjoy being creative in the workshop, forge, art room or classroom
- b) They enjoy listening to music of different genres and can describe them i.e. rock, folk, country, classical ®
- c) They have enjoyed a school disco or event ®
- d) They have private music lessons ®
- e) They enjoy out of school activities and play sport regularly ®
- f) They help out at the stables regularly
- g) They have watched a live performance ®
- h) They have been to the theatre ®
- i) They have been to an art gallery ®

16. Has the student taken part in celebrating their success or the success of others that have demonstrated good values? ®

(L)

- a) They have taken part in voting for a values award
- b) They have received a values award
- c) They have made achievements in their education which have been celebrated
- d) They have achieved a certificate of competence independently which has been celebrated
- e) They have been involved in the school's celebrations
- f) They have been involved in celebrating others' birthdays
- g) They have made achievements at home that have been celebrated

17. Has the student demonstrated a desire to improve their understanding and explore different faiths and beliefs, cultural diversity, ethnic and socio-economic groups, locally, nationally and internationally? ®

(L)

- a) They show respect in doing so and does so independently
- b) They watch the news regularly to keep updated on current affairs around the world
- c) They can identify what we do differently
- d) They can identify what we have in common

18. Has the student visited places of interest demonstrating the importance of SMSC? ®

(L)

- a) *They have attended a Carol service*
- b) *They have attended an Easter service*
- c) *They have attended May Day celebrations*
- d) *They have visited a place of worship*
- e) *They have visited a place of worship of denominations other than their own*
- f) *They have attended a Remembrance service*
- g) *They have visited a centre of culture*
- h) *They have visited an art gallery*
- i) *They have visited a museum*
- j) *They have visited the theatre*

19. Has the student used their knowledge of SMSC to build positive and safe relationships independently? ®

(L)

- a) *They have joined a club*
- b) *They have helped with a community project*
- c) *They have attended a place of worship independently*
- d) *They have helped with a charity event independently*
- e) *They have given to others*

20. Has the student an awareness of the world around them and can relate to different people of different faiths and beliefs or sexual orientation demonstrating respect for others in their approach to wider society. They know how to value others, make a contribution to their community and as a result of what they have learnt in SMSC they are ready for the next stage of their educational journey? ®

(L)

- a) *They have achieved a level of competence to facilitate a return to mainstream school*
- b) *They have applied to a college of further education*
- c) *They have applied for employment with training*

Relationships and Sex Education Curriculum

Please read the schools policy relating to this subject.

The following is to be worked through with students in verbal or written forms at a level commensurate with their ability, understanding and emotional resilience. A professional decision based on the knowledge of the child's background and experiences must be made regarding when it may be appropriate to consider these issues in part or full.

1. Does the student have an understanding of appropriate relationships and can explain the context of these relationships between? ®

(L) (SMSC)

- a) A child and their parents
- b) A child and their extended family
- c) A child and their family's friends
- d) A child and their siblings
- e) A child and their peers
- f) A child and their teachers, instructors and carers
- g) A stranger

2. Can the student have an understanding of appropriate relationships and can explain how these relationships may change overtime between? ®

(L) (SMSC)

- a) A young person and their parents
- b) A young person and their extended family
- c) A young person and their family's friends
- d) A young person and their siblings
- e) A young person and their peers
- f) A young person and their teachers, instructors and carers
- g) A stranger

3. Does the student have an understanding and can explain what appropriate boundaries would be around different relationships between? ®

(L) (SMSC)

- a) Their parents
- b) Their extended family
- c) Their family's friends
- d) Their siblings
- e) Their peers
- f) Their teachers' instructors and carers
- g) A stranger

4. Does the student understand what love and trust is why it is important for emotional well-being and how it is different between different people and that relationships can create strong feelings for others? ®

(L)

- a) Their parents.
- b) Their extended family.
- c) Their family's friends.
- d) Their siblings.
- e) Their peers.
- f) Their teachers, instructors and carers.

5. Does the student understand what the difference is between love and respect and affection between the following? ®

(L)

- a) Their parents.
- b) Their extended family.
- c) Their family's friends.
- d) Their siblings.
- e) Their peers.
- f) Their teachers, instructors and carers.
- g) A stranger.

6. Does the student have an understanding what a sexual relationship is and when it is and is not appropriate? ®

(L) (N)

- a) They know what the age of consent is.
- b) They know how this may vary depending on age and vulnerability.
- c) They can explain why the age of consent is what it is and what the consequences are to both parties if the law is broken.
- d) They know what sexual exploitation is and how they may be or may become vulnerable.

7. Can the student can explain what self-protection skills are and how they may be used? ®

(L)

- a) How to identify places where they may be vulnerable and identified as such to others.
- b) How to avoid places where they may be vulnerable and identified as such to others.
- c) How to put boundaries around relationships and not to give mixed messages to others.
- d) How to avoid putting themselves in situations where they may be subject to false allegations.
- e) How to avoid when situations where they may not be able to conduct themselves appropriately.
- f) How using drugs or alcohol can lead to unsafe sexual experiences.

8. Does the student have an understanding of what puberty is and how it may affect their body as they get older and how this may be at different times for different people? ®

(L)

- a) The student knows what hormones are and how they may affect their body and emotional well-being.
- b) They know what the menstrual cycle is .
- c) They know what wet dreams are.
- d) They know what sexual urges are and how to deal with these.
- e) They know what masturbation is and where it is and is not appropriate to do.

9. Can the student name parts of the reproductive systems of both sexes and explain their function? ®

(L)

- a) Testes, also called testicles: a pair of oval-shaped glands that produce sperm
- b) Scrotum: the pouch of skin that contains the testes
- c) Penis: the male reproductive organ, through which urine and semen pass
- d) Prostate gland: a gland that produces some of the fluid part of semen
- e) Seminal vesicles: a pair of glands that also produce some of the fluid part of semen
- f) Ovaries: two organs on either side of the lower abdomen that release an egg cell on a monthly basis
- g) Vagina: a muscular tube that receives the penis during sex, through which sperm travel on their way to fertilize the egg, through which a baby passes during childbirth
- h) Fallopian tubes: a pair of tubes running from the ovary to the uterus, through which an egg cell travels, and where fertilisation with sperm usually occurs
- i) Uterus: an organ, also called the womb, where the fertilised egg cell implants and grows into the foetus(baby) during pregnancy
- j) Vulva: the outer folds that surround the openings of the vagina and the opening from the bladder called the urethra

10. Does the student understand the need for good personal hygiene? ®

(L) (SMSC)

- a) They can explain how to keep themselves clean
- b) They can keep themselves clean

11. Can the student articulate what important elements are necessary for a healthy sexual relationship? ®

(L) (SMSC)

- a) Trust
- b) Honesty
- c) Commitment
- d) Equally balanced relationship
- e) Consideration for the other
- f) Love and affection

12. Can the student explain what contraception is and how to avoid pregnancy using ®

(L) (T)

- a) Abstinence
- b) A condom and how to put one on, (please use a banana or phallic object to demonstrate)

- c) A coil
- d) An implant
- e) The contraceptive pill
- f) They can also explain the side effects or disadvantages of the above
- g) Mutual masturbation and sex without penetration

13. Does the student understand the practical function of sex and reproduction and can explain the following? ®

(L) (N) (S)

- a) Penetrative sexual intercourse
- b) Conception
- c) Gestation periods
- d) Child birth and early years care

14. Can the student demonstrate they have an understanding of what sexuality is and can articulate the following? ®

(L) (SMSC)

- a) Heterosexual
- b) Homosexual
- c) Bisexual
- d) Transsexual
- e) Lesbian/Gay
- f) Pansexual

15. Can the student explain what protected characteristics are and what the law is regarding the following? ®

(L) (SMSC)

- a) Age
- b) Disability
- c) Gender reassignment
- d) Marriage and civil partnership
- e) Pregnancy and maternity
- f) Race, religion or belief
- g) Sex
- h) Sexual orientation

16. Does the student understand why it is important to treat everyone equally and has demonstrated respect for all regardless of? ®

(L) (SMSC)

- a) Age
- b) Sexual orientation
- c) Race
- d) Religion
- e) Disabilities

17. Does the student have good relationships with teachers, instructors, carers and peers? ®

(L) (SMSC)

- a) They help others without prompting
- b) They show genuine consideration for others and help in practical ways
- c) They show genuine empathy for others and help with emotional support
- d) They make others around them feel safe and secure
- e) They are consistent

18. Has the student visited places of educational interest to increase their knowledge of relationships and sex education? ®

(L) (S)

- a) They have completed work set out by the Department of Education in line with our policy
- b) Attended any school educational trip which requires trust and good relationships with teachers, instructors, carers and peers
- c) The Life Centre in Newcastle
- d) The Science Museum

19. Has the student been able to reduce any identified risks to or from themselves and has been able to use their improved skills independently. They have been able to use their improved relationship building skills and safe lifestyle practices to? ®

- a) Join a club in the community independently
- b) They have been able to undertake part of the journey to these clubs independently
- c) They have been able to undertake the full journey to and from independently

20. Has the student developed good relationship building skills and has demonstrated they are able to use these independently and safely now and following discharge? ®

(L)

- a) They have been receptive to advice given and have demonstrated consistently they are ready for the next stage of their education and learning
- b) They have achieved a level of competence to facilitate a return to mainstream school
- c) They have applied to attend a college of further education
- d) They have applied for employment with training

PE Curriculum

1. Can the student conduct themselves appropriately on the farm or at an equine facility?

- a) They keep their voices low
- b) They are calm around animals
- c) They approach animals in a respectful way

2. Does the student know understand the basic horse / animal care? ®

(S)

- a) They know that animals need feed water bedding and shelter
- b) They can help with feeding
- c) They can fill hay nets
- d) They know to check they have clean water
- e) They can look after stables, muck out and make horse beds

3. Can the student ride to a basic level?

- a) They can tack up a horse
- b) They can get on correctly
- c) They can ride in a safe environment at walk, trot, canter
- d) They can dismount correctly

4. Can the student undertake required tasks of a physical nature to maintain the running of the farm or equine facility? ®

(T) (L)

- a) They can lift and stack bales of hay straw or shavings.
- b) They can sweep up and tidy the work area.
- c) They can use a strimmer.
- d) They can heard animals as part of a team and follow instructions.
- e) They can assist with a variety of physically demanding tasks.

5. Can the student undertake physically demanding tasks independently?

(S) (N) (L) (T)

- a) They can feed animals to a required feeding list independently.
- b) They can provide appropriate water and bedding materials independently.
- c) They can sweep up and clean their working area independently.
- d) They identify nettles and thistles and use correct tools to cut them down independently.

6. Can the student can ride to an advanced level?

(L) (N)

- a) They can ride advanced horses
- b) They can exercise horses for the benefit of the horse to an agreed training programme
- c) They can ride out on the road independently
- d) They can compete at an organised event outside of school time

7. Can the student undertake a short, planned walk? ®

- a) Walk from home or school site
- b) Walk in familiar environment
- c) Walk in unfamiliar environment

8. Can the student navigate to a basic level? ®

(HS)

- a) Use a simple plan
- b) Navigate around the farm
- c) Navigate using basic map
- d) Get from known points

9. Does the student know what equipment they need for a variety of situations? ®

(S)

- a) Basic change of clothing ®
- b) Survival equipment
- c) Navigation equipment

10. Can the student navigate to an advanced level? ®

(N) (S) (T)

- a) Can use OS map to find way from point to point

11. Has the student been on an extended walk or challenge? ®

- a) Climbed a mountain
- b) Walked on the moors
- c) Camped overnight

12. Does the student take part in sports and games, musical dance? ®

(N) (S)

- a) Sports that promote fine motor skills
- b) Sports that promote gross motor skills
- c) Sports that promote cardiovascular activities
- d) Sports that promotes hand eye coordination
- e) They can swim 25m or more
- f) They have learned to kayak

13. Has the student been involved in a musical dance performance? ®

- a) Individually
- b) As part of a small group
- c) As part of a school production

14. Can the student ride a bike in a safe area? ®

(N) (S)

- a) *Away from busy roads*
- b) *In the park*
- c) *On Pear Tree grounds*

15. Has the student passed a cycling proficiency test? ®

(N) (S)

- a) *Clean and store correctly after use*
- b) *Perform routine maintenance*
- c) *Perform repairs on the roadside*
- d) *Change chain*
- e) *Change repair punctures*
- f) *Alter/change brakes*
- g) *Alter change drive train*

16. Has the student passed a cycling proficiency test? ®

- a) *Bikability*
- b) *In-house context*

17. Can the student partake in a full day bike ride? ®

- a) *Ride in Hamsterley Forest*
- b) *Another*

15. Has the student undertaken an extended bike ride?

- a) *Coast to Coast*
- b) *West Highland Way*
- c) *W2W*
- d) *A 2-day bike ride*
- e) *Coasts and Castles*
- f) *Another*

16. Has the student been involved in organised sports on a regular basis? ®

- a) *Go to the gym*
- b) *5 aside football*
- c) *Swim or Water based sports*
- d) *A park run*
- e) *Play cricket*
- f) *Attend riding stables*

- g) *Help at an equine event*
- h) *Compete at an equine event*
- i) *Independently where possible*

17. Has the student been to a sporting event? ®

- a) *A football match*
- b) *An athletic meeting*
- c) *A P2P meeting*
- d) *The races*
- e) *An equine event*

18. They have been inspired and motivated to be involved in physical education outside of school time or following discharge. ®

(L)

- a) *They have joined a sports club or group*
- b) *They have been involved in sports independently*
- c) *They have achieved a level of competence to facilitate a return to mainstream school*
- d) *They have applied to a college of further education*
- e) *They have applied for employment with suitable training*

Career Planning and Personal Development Curriculum

Pear Tree Schools development over the years has from the onset recognised the need to prepare students, not to pass tests, but for employment. The ability to work in return means the ability to provide for one's self and one's family, self-reliance and autonomy.

Indeed, the mantra has always been "make them tax payers" because if they are, everything else fits into place. (Professor Findlay Graham, Forensic Psychologist)

Indeed any kind of relapse prevention plan, (relapse meaning a return to any previous negative behaviours) is significantly enhanced by obtaining meaningful daytime occupation or employment following discharge.

This must be regardless of an absence of GCSE's or any other accreditation which may not always be possible.

Therefore, our earlier documentation identifies the sequence of events to encourage learning and development as

- *INSPIRE*
- *MOTIVATE*
- *EDUCATE*
- *TRAIN*
- *EMPLOY*

All roads wherever possible as said, leading to future employment regardless of a lack of any formal qualifications.

This curriculum captures a well-established process we have developed over the years with a successful track record of achieving its aim of a future based on employment and the aspiration to be employed. We, above everything else must ensure our students have achievable goals; aspirations with self-belief and the confidence to move forward with their development and life planning. They must be shown that the world of work is fun, enjoyable and rewarding. Our culture actively promotes this from the beginning of the student's time with us following admission regardless of age.

Our population has often come from a culture of many generations of unemployment and negative outcomes. Therefore, demonstrating an alternative culture needs to start as soon as the child/young person arrives.

The 'Pear Tree Estate' has contact with many different professions and occupations which are used on a semi regular or regular basis. These being:

- Farmers
- Farriers
- Vets
- Builders
- Plumbers
- Electricians
- Joiners
- Accountants
- Horse trainers
- Jockeys
- Estate owners
- Gamekeepers
- Metalworkers
- Engineers

Controlled contact with the above over a sustained period of time when specific interests, skills or aptitudes are identified which are relevant to their development.

This is a strength of the service whereby they can experience people in a certain role and learn from them in a subtle way over time, as role models are much more effective than one off talks or presentations. Many of the above have given work experience opportunities when appropriate.

As well as the above we set out to explore individual aptitude's, interests and aspirations. Helping students to set achievable targets conducive to their circumstances and most importantly their 'individual risk assessments'.

This is important as our experience has taught us independent careers advice often puts advisors in a difficult position on occasions advising students to strive for occupations in conflict with their relapse prevention plan. An example of this, students with sexually harmful behaviour being encouraged to apply for jobs as lifeguards in a swimming baths. Recently we had information that a discharged student had gained employment as a nurse working in a mental health unit for young people, probably as a result of uniformed advice. Therefore, this has to be factored into risk assessments and students support to access appropriate advice wherever possible.

The school has its own working environments which are unique to most other education facilities. These being:

- The farms
- The stables
- The workshop
- The forge

- The commercial kitchen
- The gardens

As well as its own maintenance and painting and decorating team who have provided learning opportunities for identified students since our early beginnings with several students obtaining employment in this area.

1. Has the student attended work experience within Pear Tree's working environments?

(L)(T)(S)

- The farm
- The stables
- The workshop
- The forge
- The kitchen
- The garden
- The maintenance department

(All students)

2. Has the student demonstrated they have the communication skills required to progress? ®

(L)

- They are confident to engage adults in appropriate conversation
- They say please and thank you without prompting
- They can ask for help when needed
- They can listen to and follow instructions
- They can use a varied vocabulary specific to their area(s) of interest

(All students)

3. Has the student has demonstrated good linguistic skills to be able to undertake formal process required for the next stage of their career or personal development? ®

(L)

- They can write a letter of interest requesting an application form
- They can write a CV which captures their experiences and achievements
- They can make a telephone call to enquire after completing an application
- They can use their time management skills to plan for and attend an interview
- They have the required presentation skills to attend an interview in the correct manner

(Year 10 or above students)

4. Has the student demonstrated reliability and responsibility in a way which can be taken further?

(T)

- They have taken an area of responsibility in any of our working environments
- They have volunteered at an event or for a charity ®
- They have demonstrated they can work as part of a team ®
- They have demonstrated they can work independently ®
- They have demonstrated they can have a positive influence on others ®
- They have demonstrated they can work to a required pace and meet deadlines ®

(Year 10 or above students)

5. Has the student listened to presentations by past students with regard to their career planning and development. The opportunities available and how they found their experience?

(L)

(All students.)

6. Has the student visited places of interest to explore careers and development opportunities? ®

- a) A working farm independent of Pear Tree
- a) A commercial equestrian facility independent of Pear Tree
- b) A commercial workshop
- c) A commercial forge or metalwork manufacturer
- d) A commercial kitchen independent of Pear Tree
- e) A garden, market garden, a parks department
- f) A garage
- g) A college of further education
- h) Attended work experience or trial days at any of the above

(Year 11 students)

7. Can the student recognise the importance and value of building positive relationships with career developing networks?

(RSE)

- a) Responds appropriately to adults offering advice in this area
- b) Responds appropriately to offers of voluntary work experience

(Year 11 students)

8. Has the student undertaken specific work place training to promote their employment opportunities?

(RSE) (L) (T)

- a) They have completed a first aid course
- b) They have completed health and safety training
- c) They have completed a food hygiene course
- d) They have completed fire safety training
- e) They have completed their driver theory test (17 year old, only having satisfied the appropriate risk assessment)
- f) They have passed their driving test

(Year 11 students)

9. Has the student used their knowledge of careers and personal development to undertake tasks independently?

(RSE) (L) (T) (N)

- a) They have developed specific skills they would like to progress with at a college of further education
- b) They have developed specific skills they would like to take into the workplace
- c) They have compiled a CV of skills, experience and qualifications ®
- d) They have attended a mock interview ®
- e) They researched suitable opportunities for further education, employment and training ®
- f) They have undertaken part time employment independent of their home, in the Pear Tree working environments
- g) They have undertaken part time employment independent of Pear Tree

(Year 11 students)

10. Is the student inspired and motivated to develop their knowledge and skills to gain employment with training or further education following discharge as part of their personal development? ®

(RSE) (L) (N)

- a) They have presented their CV of skills, experience and qualifications to an interviewer
- b) They have applied to a college of further education
- c) They have applied to work for a prospective employer
- d) They have been selected for interview for any of the above
- e) They have been successful at interview for any of the above

(Year 11 or above students)

Curriculum Activity Recording System on Pear Tree Connect.

The Pear Tree connect system is a sophisticated internal programme which covers all of our administrative requirements. The 'Curriculum Activity Recording Form' is a new addition which captures the various activities we undertake in all our different environments. The recording form can be viewed separately and has the capacity to add photos and video.

Its value is in the report being filed under the many different areas of the curriculum and the different children that may be involved in each activity. These reports are now being completed:

- a) After each time tabled lesson.
- b) After each activity in the home which is part of the school curriculum.
- c) After visits to places of educational interest when allowed to do so.
- d) When out for a walk with carers.
- e) After each sporting activity

The importance of capturing these events is significant, as it allows myself as head teacher to monitor the learning taking place and being able to comment on these activities, provide advice and feedback and for this feedback to be filed under the relevant member of staffs supervision records.

(4/ Area for development, the monitoring of how this new form is being used and the effectiveness of the feedback provided.) Form available from 15/06/20

Curriculum activity recording form check list.

- 1 •Give the lesson a title.
- 2 •Check the copy of the School Curriculum and state which areas you hope to cover or have been covered.
Eg Human and Social 3(a)
- 3 •State how you plan to cover these areas and what you hope they will learn.
- 4 •State what happened in your lesson.
- 5 •State how they performed in your lesson.
- 6 •If there has been an accredited outcome or are working towards an accredited outcome please state
and give reference details.
- 7 •State how they made progress in your lesson.
- 8 •State what they could remember from a previous lesson.
- 9 •Add photos.
- 10 •Send to line manager