



Sir Geoff Hurst Academy Curriculum Intent

Our Vision: A Foundation for Flourishing

The curriculum intent of our SEMH provision is to provide students **success, growth and harmony**. In an environment where students can heal, regulate their emotions, and successfully re-engage with learning. We aim to break cycles of negative experience by building the internal resources (resilience, self-efficacy, agency) and external qualifications (academic and vocational) necessary for a positive, stable, and independent adult life.

Our curriculum is built on three foundational pillars:

- **Regulation:** Equipping students with the self-awareness and strategies to manage complex emotions and behaviours.
- **Relationality:** Developing pro-social skills, empathy, and the ability to form positive, stable relationships.
- **Re-engagement:** Providing access to meaningful academic and vocational accreditation, closing attainment gaps, and securing positive next steps.

Curriculum Drivers

Social, Emotional, and Mental Health (SEMH) Mastery

This driver prioritises the development of the emotional literacy and regulatory skills that underpin all future learning and life success. This is provided within the curriculum through discrete PSHE and RSE lessons, through assemblies themes and informally through conversations with trusted adults. Our practice includes

- **Self-Regulation:** Explicit teaching of physiological and cognitive regulation strategies (e.g., Zones of Regulation, mindful movement, breathing techniques).
- **Emotional Literacy:** Developing a rich vocabulary to articulate feelings, needs, and boundaries constructively.
- **Relational Competence:** Fostering skills in cooperative learning, conflict resolution, active listening, and respecting diversity.
- **Restorative Practice:** Embedding a culture where mistakes are viewed as learning opportunities, and dialogue is used to repair harm and restore relationships.

Academic and Attainment Pathways

We ensure students have access to a broad and balanced curriculum designed to close historical gaps and unlock future opportunities, driven by high expectations for every learner. This is achieved through early access to vocational qualifications and experiences. Enrichment activities that expose students to activities they might not otherwise experience and support for academic qualifications.

- **High Expectations and Accreditation:** We maintain **high expectations for attainment**, prioritising access core subjects where appropriate, alongside robust pathways for **Functional Skills, BTECs, and vocational certificates**. This dual approach ensures both academic ambition and personalised success, providing tangible records of achievement.
- **Personalised Learning:** Highly differentiated pathways that meet students at their current academic level, utilising robust diagnostic assessment to identify and target specific learning deficits.
- **Core Subject Proficiency:** Prioritising English, Maths and Science as essential foundations for accessing the wider curriculum and for independent life.

Preparation for Adulthood

The curriculum prepares students for their future roles as active citizens, employees, and independent individuals. We are aligning closely with the legislation for access to work experience and ensuring it is tailored and manageable for individual students.

- **Vocational Exposure and Skills:** Providing structured exposure to a series of vocational pathways and meaningful work-related learning. This equips students with essential transferable skills and enables informed career choices, leading to clear post-16 pathways (FE, apprenticeships, employment).
- **Alternative provisions:** we support and explore alternative pathways and provisions for some of our older students on roll and not accessing the formal education curriculum opportunities being provided.
- **Life Skills and Independence:** Explicit teaching of functional skills, including budgeting, cooking, public transport use, digital literacy, and health/hygiene management.
- **Citizenship and Community:** Developing an understanding of rights, responsibilities, and civic duty, fostering an appreciation for community engagement and local opportunities.

Implementation

Therapeutic and Trauma-Informed Approach

The school is a Trauma Perceptive Practice (TPP) school that used the PRICE. The 6 core principles of TPP that we aim to embed within the school are:

- **Safety:** Ensuring physical, psychological, and emotional safety for both service users and staff. This involves creating environments where individuals feel safe from threat or harm.
- **Trustworthiness and Transparency:** Operating with clarity and consistency, ensuring that staff and organisations do what they say they will do. This builds trust,

especially with people who may have had negative experiences with services in the past.

- **Peer Support and Mutual Self-Help:** Integrating opportunities for shared experience and mutual support. This acknowledges the value of lived experience in the healing process and fosters resilience.
- **Collaboration and Mutuality:** Minimising power differentials and sharing power and decision-making responsibilities. Healing is recognised as something that happens in relationships and through working "shoulder-to-shoulder".
- **Empowerment, Voice, and Choice:** Prioritising and strengthening the individual's experience of choice and control. This approach focuses on an individual's strengths and abilities, validating their feelings and supporting them in making decisions.
- **Cultural, Historical, and Gender Issues:** Actively moving past stereotypes and biases to offer culturally responsive services. This involves recognising and addressing historical trauma and leveraging the healing value of traditional cultural connections.

The Role of Personal, Social, Health, and Economic (PSHE) Education

PSHE is the backbone of our curriculum, explicitly and implicitly driving relational and regulatory goals.

- **Formal and Informal Teaching:** PSHE is delivered through dedicated timetabled lessons, regular whole-school assemblies, termly thematic events, and crucially, taught informally by trusted adults during daily routines, transitions, and restorative conversations.
- **Contextualised Learning:** The PSHE curriculum covers statutory RSE/Health requirements alongside deep dives into topics vital for our students, such as managing anxiety, digital safety, and financial literacy.

Flexible Curriculum Delivery

- **Student-Led Learning and Enrichment:** We adopt a student-led approach that balances rigorous core curriculum content with enriched activities that actively promote nurture and positive experience (e.g., sport, arts, enrichment). Student voice informs curriculum projects and elective choices.
- **Small Group Teaching:** Utilising low student-to-staff ratios to enable highly personalised teaching, instant feedback, and immediate emotional support.
- **Curriculum Mapping:** Carefully sequenced schemes of work that incorporate SEMH objectives alongside academic content, ensuring smooth transitions between topics and years.

Intended Impact

The success of our curriculum intent is measured by the tangible improvements in student outcomes across these three domains:

- **Well-being and Stability:**
 - Significant improvement in attendance and reduced exclusions/incidents, demonstrating increased emotional stability and engagement.
 - Demonstrable use of self-regulation strategies in challenging situations, as reported by students and staff.

- Positive engagement with therapy and reduced risk-taking behaviours.
- **Academic Achievement:**
 - Attainment of meaningful accreditations, with leavers securing the highest level they can in both core and vocational subjects
 - Demonstrable progress in core literacy and numeracy, closing the gap with mainstream peers.
- **Next Steps and Independence:**
 - 100% of students leave with a clear, supported, and positive destination (FE college, apprenticeship, supported employment) informed by their **vocational exposure**.
 - Students report feeling confident, capable, and ready for the challenges of adult life, demonstrating strong self-advocacy skills and independence.

Curriculum allocation Sir Geoff Hurst 2025/2026

Subject	Allocation in hours		
	Key stage 2	Key stage 3	Key stage 4 (inc. Y9)
English	4	4	4
Reading	1.5	N/A	N/A
Handwriting	1	N/A	N/A
Maths	4	5	5
Science	1.5	3	3
PSHE	2	2	2
PE	2	2	1
Enrichment	1.5	2	1
Assembly	0.5	0.5	0.5
Topic (humanities and the arts)	2	2	1
Vocational qualifications	N/A	2	4
ASDAN life skills	N/A	1	N/A
Work experience encounters	N/A	1 per term	1 per term
Total	20	21.5	21.5