



The Instinctual Brain

The primitive part of the brain that is concerned with our physical systems. During traumatic events (or when memories are triggered) this part of the brain takes over to keep us safe.

The Emotional Brain

Concerned with emotions such as sadness, joy, anger and anxiety. When using this part of the brain we can only think of ourselves and need to defend ourselves. Leads to a fight, flight or freeze.

The Thinking Brain

Enables us to develop new skills and problem solve. The thinking brain is used when developing relationships and when looking ahead to the future



Forest Moor School has an unwavering dedication to provide our students with an ambitious curriculum. Our intention is twofold; firstly, to provide a curriculum which underpins the developing social, emotional, and mental health skills of our students and secondly to deliver an academic curriculum which will enable them to access the secondary curriculum.

Our curriculum is developmental not chronological: it is based on where a student is in their development, not which year group they are in.

Our broad and balanced curriculum is based on the national curriculum including our core offer of maths, English and science. Alongside this we focus on skills, experiences and learning opportunities which help our young people develop their social emotional wellbeing and their mental health.

Our curriculum model for KS4 is centred around our ambitions that our students leave us with a minimum 5 good outcomes and the social and emotional skills to join their next stage of work, training or education.

We offer curriculum options to cater to individual interest.

Challenge- Honesty- Curiosity- Self-reliance- Belonging- Resourcefulness.

Intent

- Engage all pupils in learning
- Enable all pupils to make progress from their individual starting points, and to have successes in learning
- Focus on developing pupil's social, emotional and mental health
- Have a strong curriculum focus on the facilitating subjects of English and Mathematics
- Support all pupils to make healthy and safe choices
- Support pupils to make positive decisions about their future and next steps
- Ensure that the majority of our pupils achieve a qualification in English and Mathematics
- Ensure that it is possible for all pupils to achieve five passes at level 2, and that there are pathways at other levels for pupils for whom this is not appropriate



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The Core Curriculum

Enabling students to engage and enjoy a broad and balanced curriculum

- English
- Maths
- Science
- Design Technology
- Food Technology
- PSICHE

Literacy and Numeracy

Ensuring pupils make progress in speaking and listening, reading writing and maths.

- Lexia
- Manga High

The Resilience Curriculum

Students are supported to grow their independence, confidence, self-esteem, resilience, problem solving and life skills.

- PE Core and GCSE offered
- Enrichment
- The Duke of Edinburgh Award

Personal Development

Developing pupils' social, emotional and mental health

Core Offer
Qualification Title
GCSE English Language
English Functional Skills
ELC Step up to English Gold Award
GCSE Maths
Maths Functional Skills
Dual Award GCSE Science
PSHE
Duke of Edinburgh Award
GCSE PE
Personalised Offer
Arts Award Bronze/ Silver
BTEC Level 1/2 Home Cooking
GCSE English Literature

KS3 Subjects

English	<ul style="list-style-type: none">• We build the foundation skills, knowledge and concepts in preparation for GCSE English and English Literature.• Skill gaps are addressed through challenging topics• Reading and exploring texts is at the heart of the English curriculum to broaden students' understanding of the world around them.• Students are introduced to more complex texts either to read themselves or to be read to.• Catch up in basic skills is offered through Fresh Start Phonics and Lexia.
Maths	<ul style="list-style-type: none">• At Forest Moor School we deliver the mathematics curriculum through fostering a sense of fun and wonder; encouraging pupils to learn and work together, developing their problem-solving skills and approaching mathematics in a real-world context.• Focus is on key life skills such as using money, reading timetables, telling the time and an understanding of key concepts such as measurement, weight and estimates.• Addressing gaps in knowledge and building confidence towards studying mathematics.• Catch up in basics through My Maths and Manga High interventions.
Science	<ul style="list-style-type: none">• AQA KS3 Science syllabus prepares students for Level 1 and 2 courses in KS4.• Knowledge is taught through a practical rich approach and students have a 'hands on' experience of Science• Science is taught in a fully equipped Science lab with access to a range of equipment.

Explore (Topic)	<ul style="list-style-type: none"> • Explore is currently based on the national curriculum for geography and history. • Children are encouraged to research, investigate and problem solve to inform their learning. • The subjects are taught in a creative way that enables children to explore concepts through their own art.
PSHE	<ul style="list-style-type: none"> • Our programme for PSHE is based on the PSHE associations long term planning and resources. • We have designed a programme to meet the needs of students in their current context.
PE	<ul style="list-style-type: none"> • Through a range of sports, activities and games we aim to ensure that students are regularly engaged in activities which improve their fitness. • Through competitive situations there is an overall aim to develop forward thinking individuals that are both strategic and reflective whilst also demonstrating fair play.
Music/ Art	<p>Each week a peripatetic music teacher leads a session with KS3 D1 class. The sessions explore voice, listening, aural memory and rhythm.</p> <p>Other classes have an art session which enable students to work with a variety of media.</p>
Design Technology	<ul style="list-style-type: none"> • Pupils are taught to design purposeful, functional, appealing products for themselves and others based on design criteria. • Pupils generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate, information and communication technology.
Food Technology	<ul style="list-style-type: none"> • Our curriculum emphasises healthy eating and nutrition within food technology lessons so students receive and apply food skills and knowledge to lead healthy lives. • We positively shape how children think about food and eating by allowing pupils to explore their creativity using a range of materials and techniques and by adapting recipes and techniques of cooking to suit the needs of each individual.
Outdoor Learning	<ul style="list-style-type: none"> • In Outdoor learning lessons in KS3 pupils will develop skills and character attributes through a variety of activities including climbing, bushcraft, team games and challenges, orienteering, journeying and environment exploration.

	<ul style="list-style-type: none"> • Pupils will also take part in the John Muir Award. • Whilst technical skills will be developed in all of these activities the over-arching focus is constantly on promoting resilience, independence, curiosity and team work.
Votes 4 Schools	Votes 4 School gives students a voice on the issues that affect them the most. Each week a different topical issue is explored and discussed, the students then vote yes or no on the topic question. The results are displayed each week on the Votes 4 Schools' board in reception.
Enrichment	Students have the opportunity to take part in an on-site or an off-site enrichment activity each week. Examples of activities could be a trip to a farm, local park, a café, a shopping trip, a visiting speaker, a film, a dog walk or a play centre visit.

We are driven by our core values in everything we do at Forest Moor:

We embrace **challenge** to enable ourselves to become the best we can be.

We use **honesty** to create an open and reflective school community, we are willing to learn from our mistakes.

We use **resourcefulness** with determination for solve our problems.

We approach learning about ourselves, each other and the world around us, with **curiosity**.

We celebrate the **self-reliance** that allows us to be independent and take our place in our communities.

Challenge- Honesty- Curiosity- Self-reliance- Belonging- Resourcefulness.

Our secure sense of **belonging** keeps us safe.

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