

Subject Specific - Curriculum Intent-Secondary

Communication, Language and Literacy

In the Secondary Phase, Communication, Language and Literacy (CLL) is embedded throughout all lessons, departments and learning environments. In class, CLL is taught daily in group, small group or 1:1 sessions and students work on skills pertaining to their highly personalised targets as well as the schools' bespoke curriculum. Our topic books are hugely motivational for our students and feature a wide range of high quality, age-appropriate, differentiated texts including storytelling, non-fiction, plays and poetry. Phonics and Reading are a key focus and there is continuity across the school with all classes engaging in the same scheme which has very clear guidelines and next steps. Trinity School endeavours to foster a love of books and reading in students with reward schemes for budding readers and interactive theme days throughout the year to allow students to immerse themselves in different stories and encourage imaginative expression. High importance is placed on students being able to communicate and express themselves as effectively as possible and by the end of Key Stage 4, the aim is that students will be able to confidently express their thoughts, needs, desires and feelings using their personal communication systems and will be able to engage with the world around them to their highest ability.

Maths

In the Secondary School at Trinity, students will move through the year groups with the functional and practical skills required to support them in their further education and beyond. This will include an understanding of time, money, position and direction ultimately leading to greater levels of independence at their own level.

We ensure that the children know that maths is fun by finding new and exciting ways of introducing and developing learning. Where possible, we encourage a hands-on and practical approach to learning, which is then consolidated to ensure mastery.

Knowledge

My knowledge allows our students to gain a deeper understanding of the world around them. They will have experiences of awe and wonder and develop their curiosity about how they interact with their environment. They will develop problem solving and life skills through experimentation and observation. They will also develop their communication skills through making choices and talking about their findings. We encourage our students to 'think outside the box' learning skills through scientific enquiry to play and interact with others.

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PSED

Our intention is that when pupils leave the secondary phase, they will have developed further knowledge, skills and experience so that they are able to support themselves, with greater levels of independence, in the social, emotional and practical aspects of their everyday lives. By the end of secondary, pupils will have had the opportunity to develop, through a highly differentiated and personalised curriculum, their ability to form and maintain relationships, understand and manage their emotions and behaviour and be able to complete a range of self-care skills. They will also have developed further in their understanding of their own bodies in order to prepare and be supported through puberty. It is also our intention that pupils will acquire as much knowledge as possible, and the skills required, to support them in leading safe, happy and healthy lives.

The World

During the Secondary phase our pupils will aim to have a deeper understanding of the world they live in. Through a variety of activities and experiences they will have the opportunity to learn about the place where they live and their most immediate surroundings in school, at home and the local community. They will also become more aware of the concepts of past, present and future focusing on their normal routines and the people, places and objects that are relevant to them.

We celebrate the rich diversity in our school, our students will have the chance to enhance their knowledge and awareness of different cultures, religions and faiths with the aim of becoming more respectful and tolerant citizens while building on their own spiritual and mental wellbeing.

Creativity

Students will leave secondary with an appreciation of different art forms and with the ability to be both creative and expressive. Students will develop their understanding of their own and others' cultural heritage through exploring/ studying a diverse range of artists. Student will be able to make informed choices in creative activities and develop good communication skills in addition to improving their emotional and social skills.

Engagement Pathway

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Sensory Curriculum

At Trinity we pride ourselves on providing our students with fun and joyful experiences which enhance their lives. We provide an exciting, multisensory curriculum which supports the development of their senses, including touch, taste, sound, vision, smell, a sense of their bodies (proprioception) and a sense of themselves in space (vestibular). We aim to develop our students' independence by encouraging them to explore, solve problems and make decisions for themselves. We aim to ensure that students are familiar with their own personalised routines including physio programmes, equipment, hygiene and medical needs to ensure that they continue to grow into happy and comfortable young people.

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Music

Music is embedded in the world around us at school and at home. It helps with behaviour, encourages self-confidence, leadership skills, creativity and self-expression. Music reflects our culture and society and so the teaching and learning of music enables pupils to better understand the world they live in. It supports their health and well-being and develops a life time enjoyment of music.

Here at Trinity Secondary School, we pride ourselves in helping the pupils to be the best musicians that they can be with a hands-on approach to music. A rich and varied curriculum is offered where pupils play, perform sing and evaluate and can excel at their own level. This is embedded in classroom activities as well as weekly assemblies, various concerts and performances and the learning of instruments.

PE

In the secondary phase of the school, lessons are aimed building on the fundamental skills pupils have already developed in the primary phase. Pupils are encouraged to explore and understand how their body moves during exercise and begin to understand the benefits of undertaking physical activities.

Throughout the academic year pupils will undertake 6 topics (2 per term), gymnastics, boccia, health related exercise (H.R.E), kurling, athletics and Panathlon challenges.

Lessons are broken down and differentiated to a high degree to allow pupils to fulfil their highest potential in PE.

Pupils are shown, and get to experience, the benefits that gymnastics activities have on the body and also get to express themselves by developing different ways to move and balance on different parts of their body.

Through boccia and kurling activities pupils are given time to develop both fine and gross motor skills and shown the benefits of using these skills in everyday life. In H.R.E pupils are shown different ways they can explore the use of their body for exercise whilst beginning to develop an understanding of how and why these types of exercise could be beneficial to them throughout their life. In athletics and pantathlon challenges, pupils experience competitive elements to PE and are taught the ethos and values of teamwork and having fun in PE as these are vital to a young person's development.