

Curriculum map

primary



Ambitious Approach

We want to prepare children and young people for a happy and fulfilling life and, whilst doing so, afford them dignity, respect, and compassion. The Ambitious Approach is centred around improving the quality of life of autistic young people while they are in education and ensuring this quality of life continues into adulthood. When pupils and learners leave our settings, we want them to find employment, go on to further education or training, and live fully as part of the communities of their choice.



Curriculum

- Our curriculum is meaningful, functional, personalised, empowering, innovative, creative and flexible to help us meet the needs of every pupil.
- We maximise opportunities for our students to enjoy and succeed in their learning and be equipped and prepared for fulfilling and rewarding adult lives.

Curriculum delivery

- We ensure pupils have the support they need to access learning environments.
- We put in place reasonable and practicable adaptations to allow everyone to thrive.

Collaboration

- We involve pupils and learners in decisions about their learning, support and future and value their voices and opinions.
- We also work closely with parents and carers ensuring a continuous partnership between home and school that benefits the child or young person.

Curriculum intent statement

The Rise School provides all pupils with a curriculum that is ambitious, coherent and sequenced, accessible and balanced.

Ambitious – the curriculum is closely linked to a quality-of-life framework with all pupils learning and progression closely aligned to ambitious outcomes in their Educational Health Care (EHC) plans. Learning will be geared towards a preparation for valued inclusion in communities after school, preparation for the next stage of education and realising the goal of meaningful, paid employment. It will be aspirational for all pupils and provide a framework in which they can realise their passions and skills, and utilise these as a vehicle for a successful adult life.

Coherent and sequenced – the curriculum is built on individual prior learning and designed to celebrate the small steps that lead to long term progression and generalisation across contexts and experiences. The curriculum is the framework that links formal and informal learning across the school and ensures that all pupils make clear and demonstrable progress during their time at The Rise School.

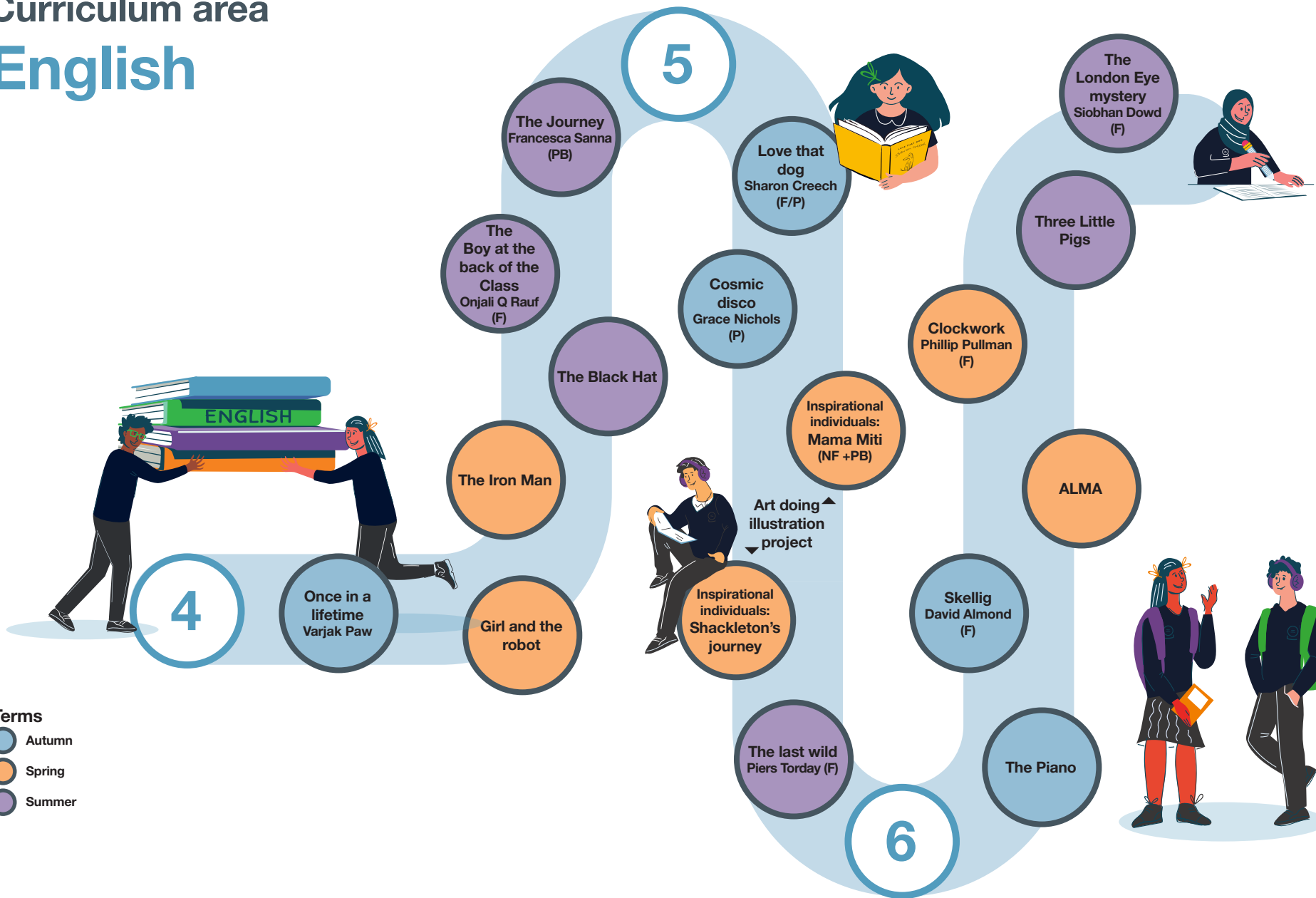
Accessible – all pupils are provided opportunities to develop the tools and skills needed for life-long learning. For many at The Rise School their autism presents as a barrier to inclusion, learning and success. The curriculum accounts for this and places significant importance on the development of regulation and communication skills that are transparent and functional and can be used across contexts. The curriculum accounts for the reality that many joining the school will have had disjointed and exclusionary school experiences and that they will need support in filling in gaps in knowledge and understanding.

Balanced – throughout the curriculum uses national frameworks (EYFS framework, national curriculum, national accreditation and others) to shape expected learning for pupils. The curriculum is rich and diverse, reflecting the cohort of pupils in the school and their wider community. It celebrates diversity and core British values and has a focus on developing cultural capital for all students as an aide to their valuation in community groups during their time at The Rise School and beyond.

The focus of each cohort's and individuals' curriculum are shared with staff, parents and governors on a regular basis. Pupils are encouraged to engage in their learning processes and to co-produce their learning opportunities and journey.

Curriculum area

English



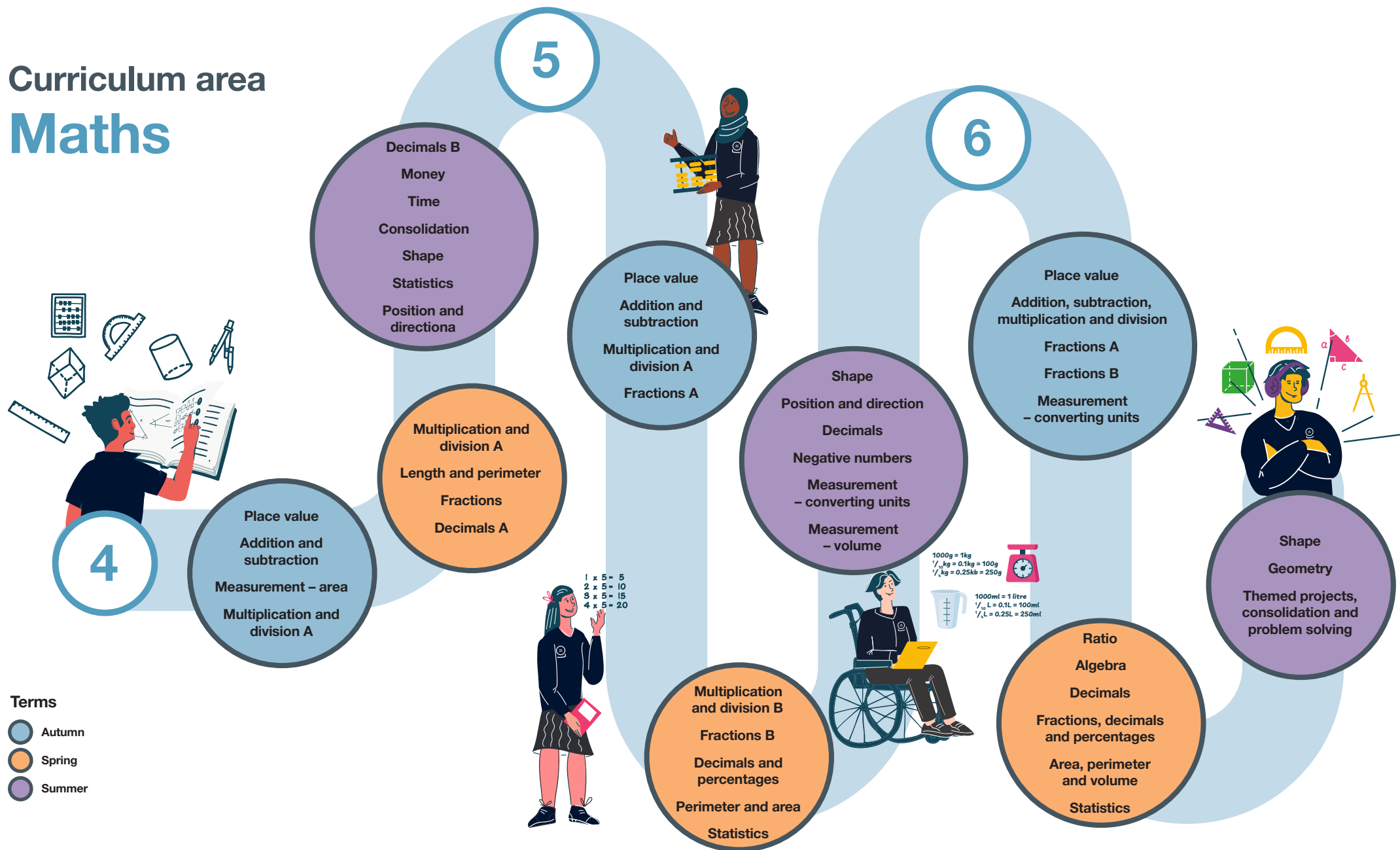
Terms

- Autumn
- Spring
- Summer

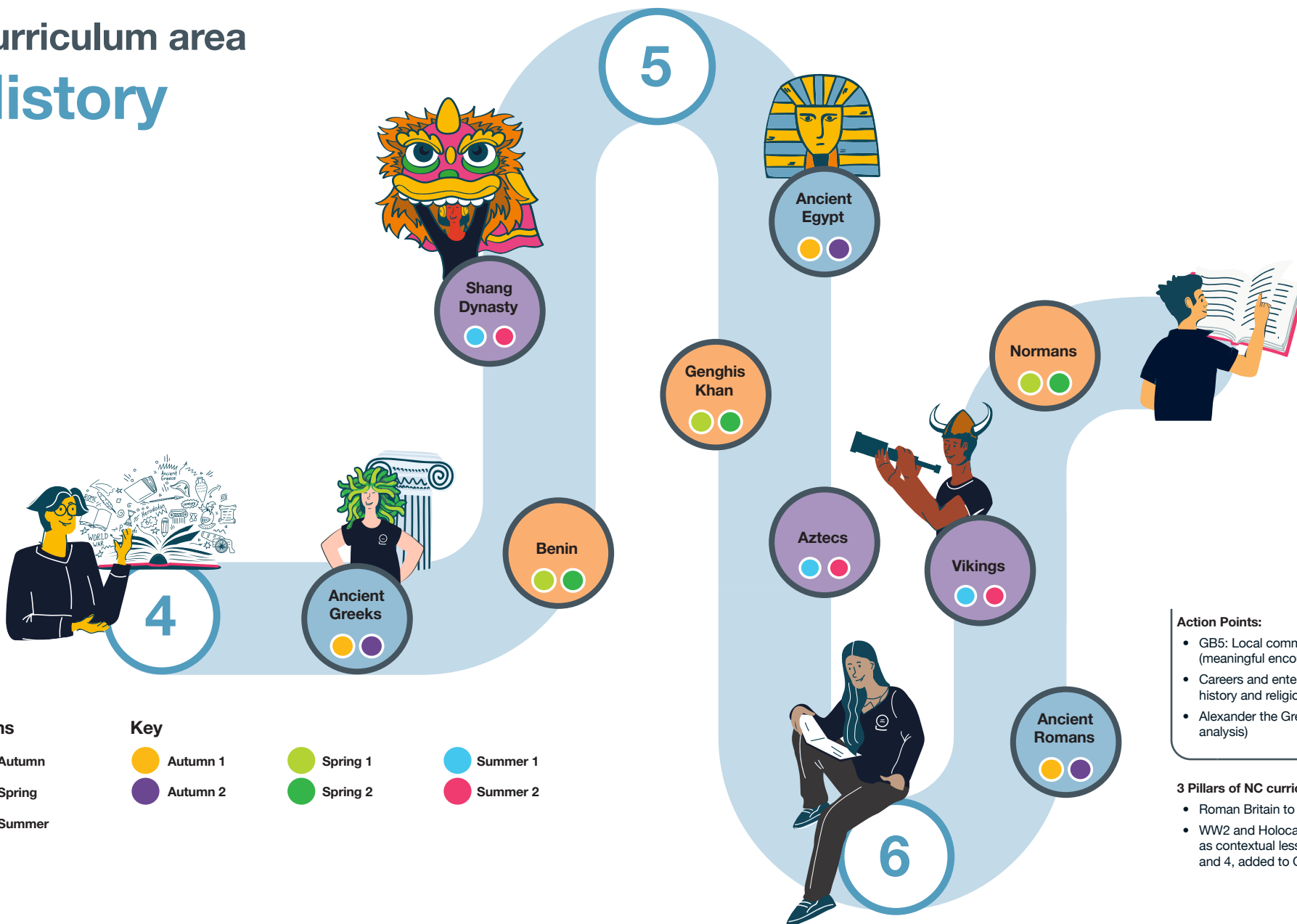


Curriculum area

Maths



Curriculum area History



Terms

- Autumn
- Spring
- Summer

Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

Action Points:

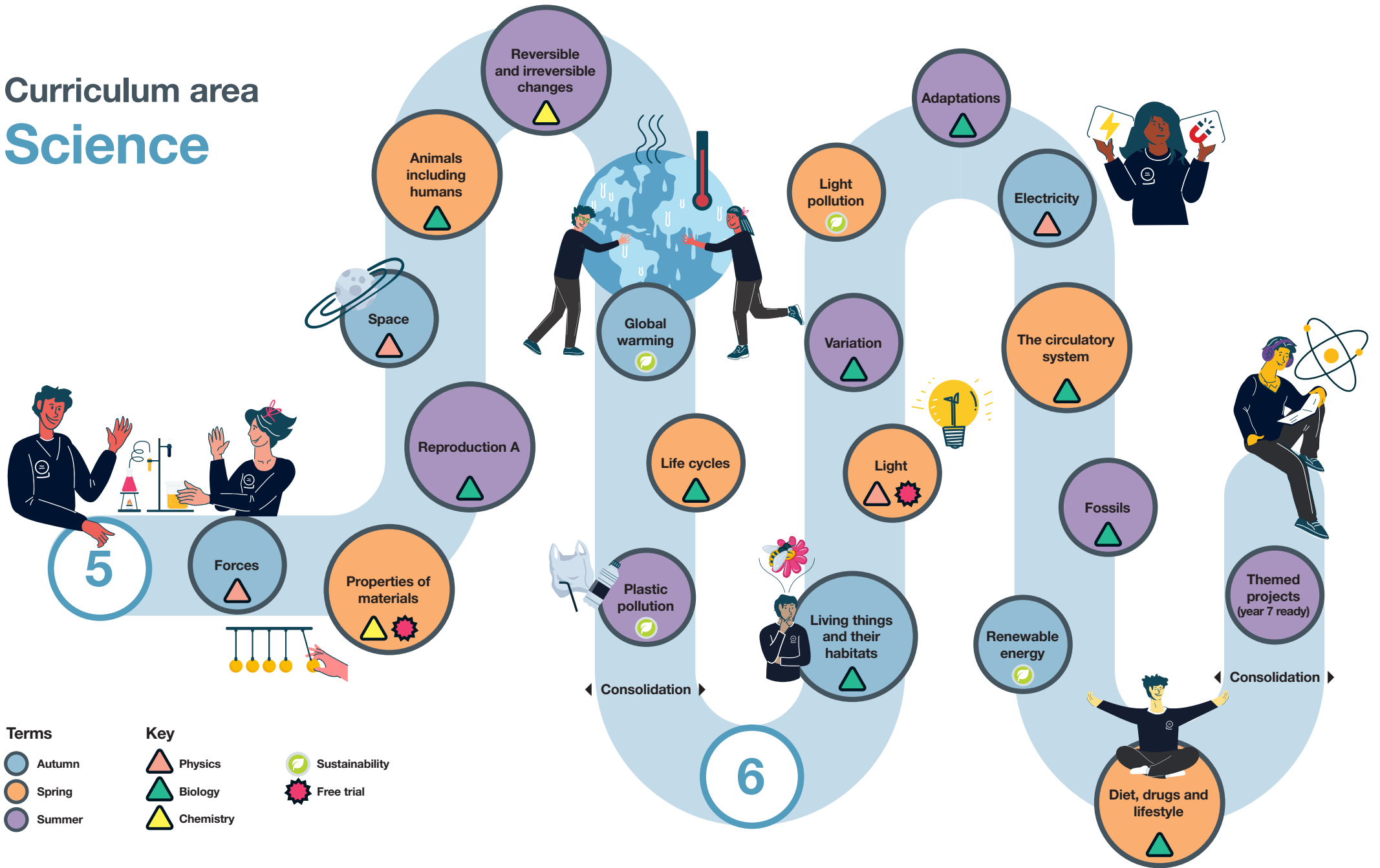
- GB5: Local community/Ambitious about Autism (meaningful encounters)
- Careers and enterprise: My learning: My future history and religious studies/sociology
- Alexander the Great (key skills and behaviours analysis)

3 Pillars of NC curriculum are:

- Roman Britain to be included
- WW2 and Holocaust added to Year 10 as contextual lessons e.g. between K13 and 4, added to Germany lessons

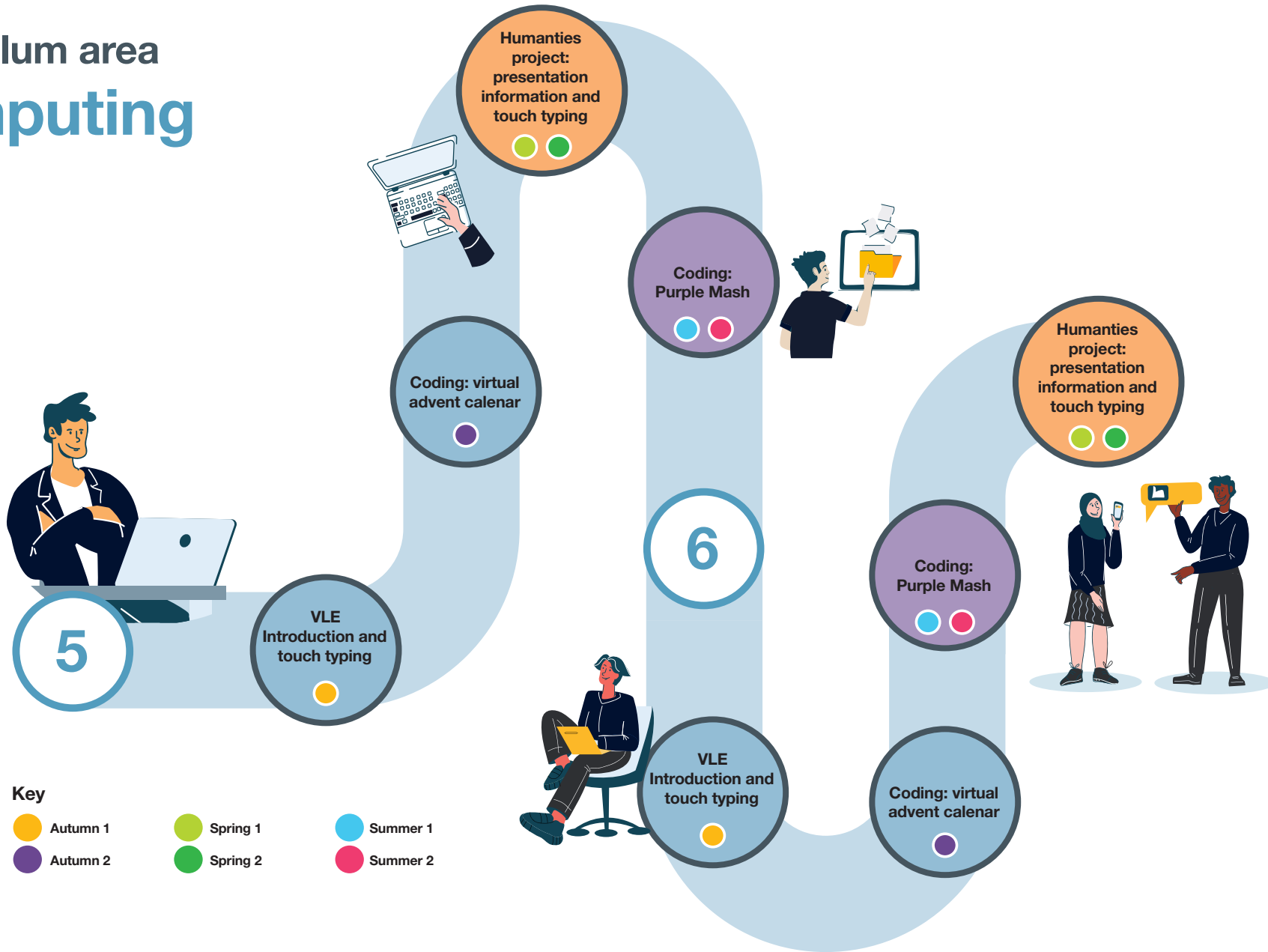


Curriculum area Science



Curriculum area

Computing



Terms

- Autumn
- Spring
- Summer

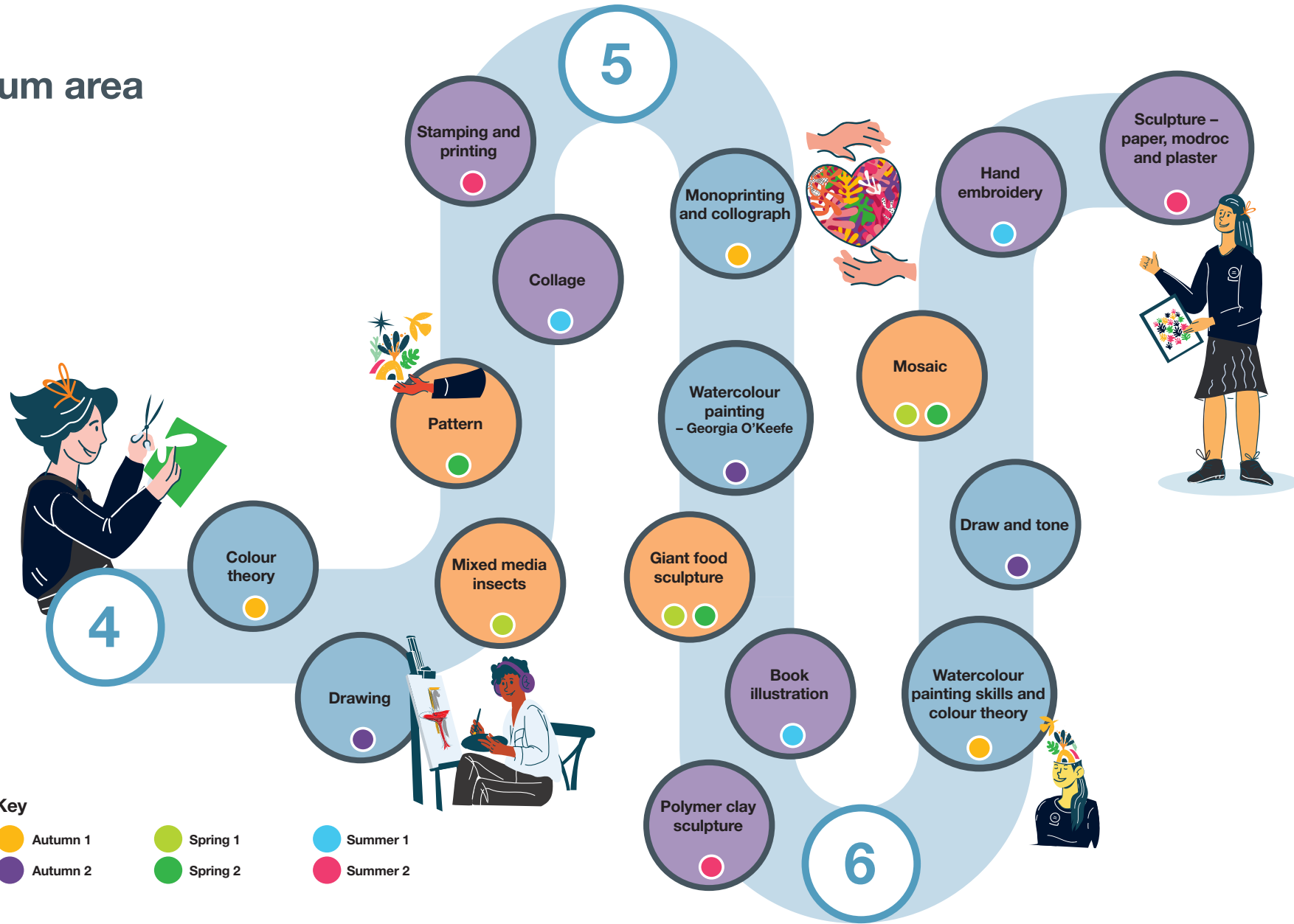
Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2



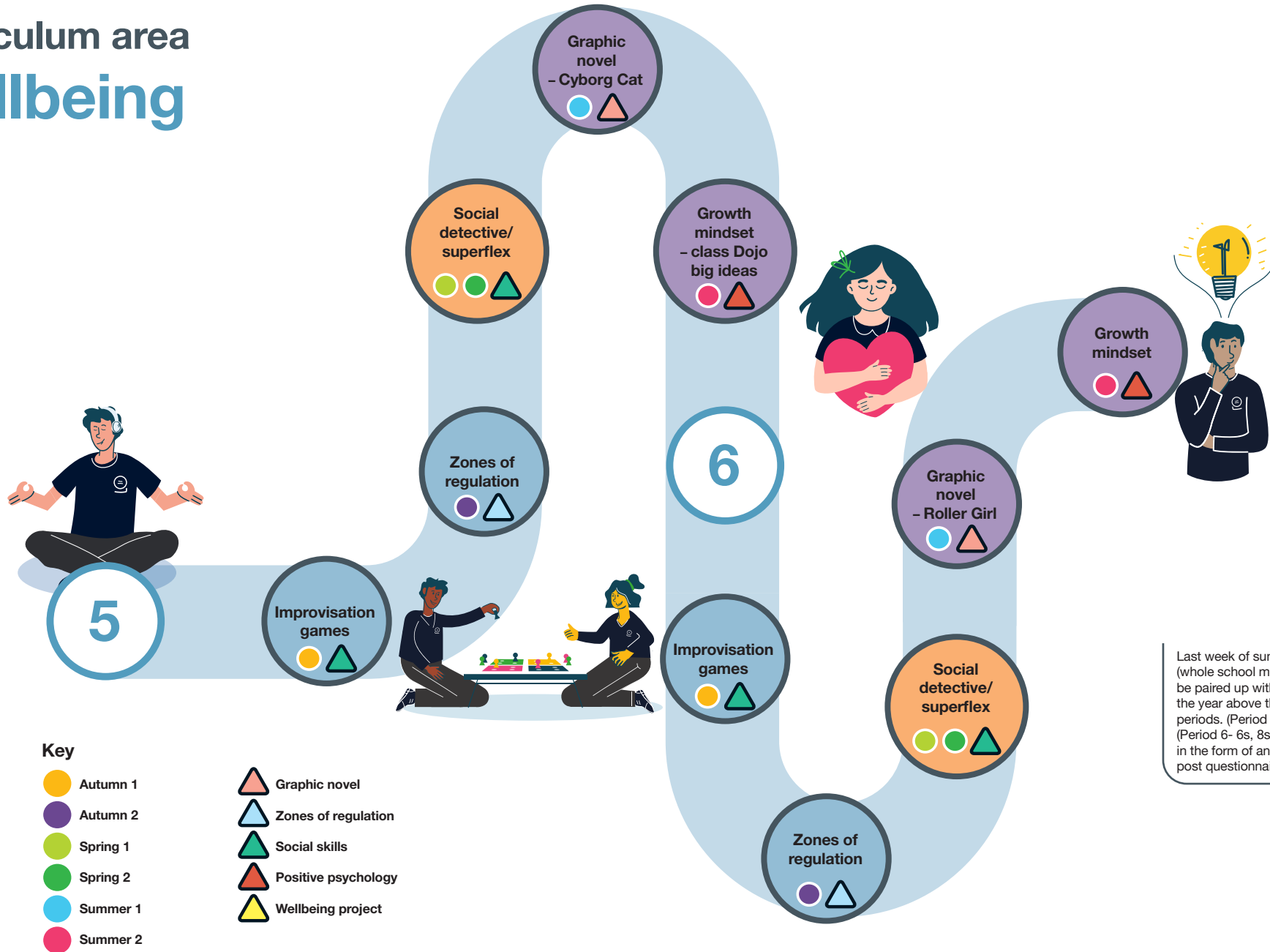
Curriculum area

Art



Curriculum area

Wellbeing



Terms

- Autumn
- Spring
- Summer

Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

- Graphic novel
- Zones of regulation
- Social skills
- Positive psychology
- Wellbeing project

Last week of summer term-two periods (whole school mentoring/transition) Pupils to be paired up with or grouped with a pupil in the year above them. This will need to be two periods. (Period 5- 5s, 7s, 9s get mentoring), (Period 6- 6s, 8s, 10s get mentoring). Can be in the form of an extended assembly. Pre and post questionnaires

Curriculum area

PE



Terms

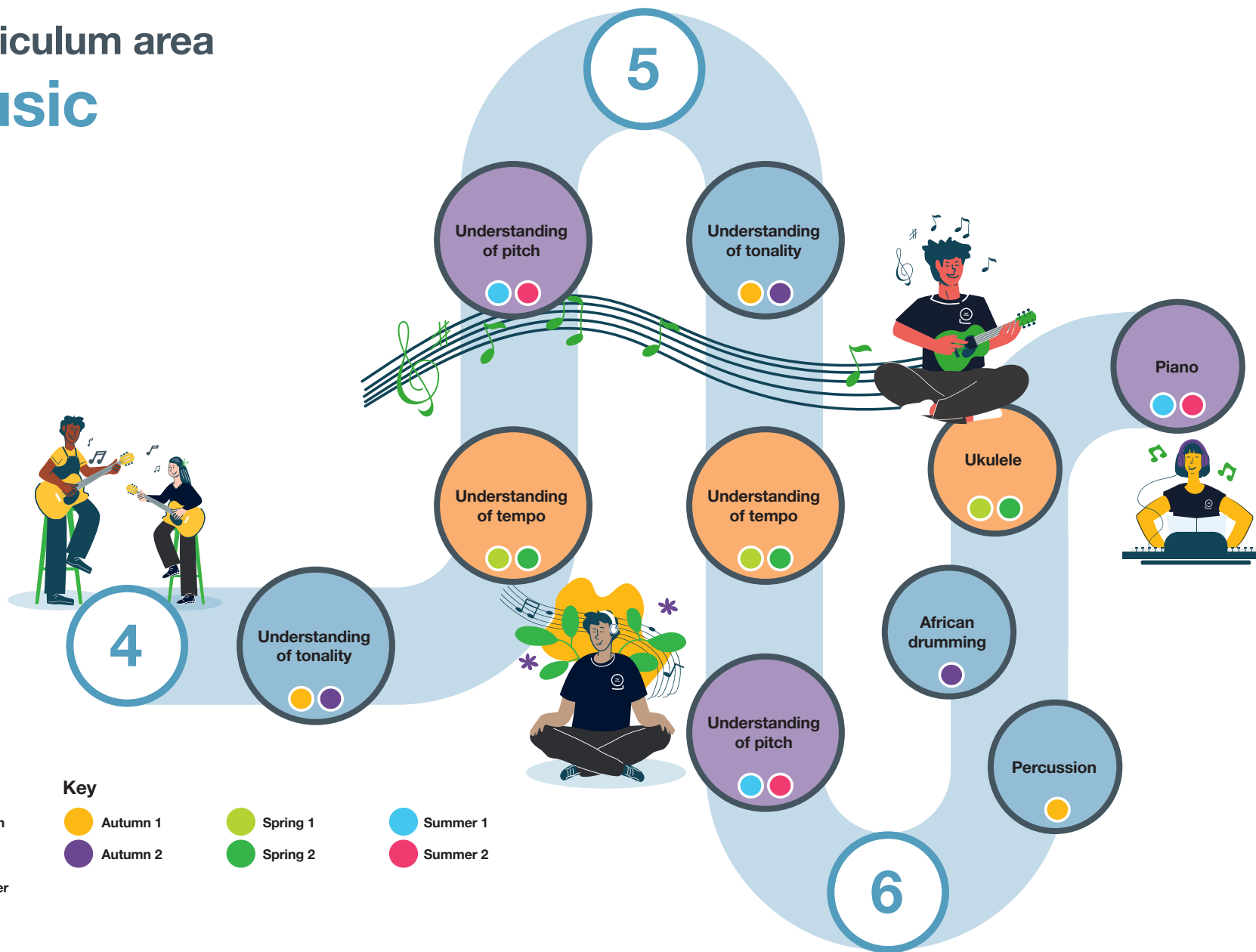
- Autumn
- Spring
- Summer

Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

Curriculum area

Music



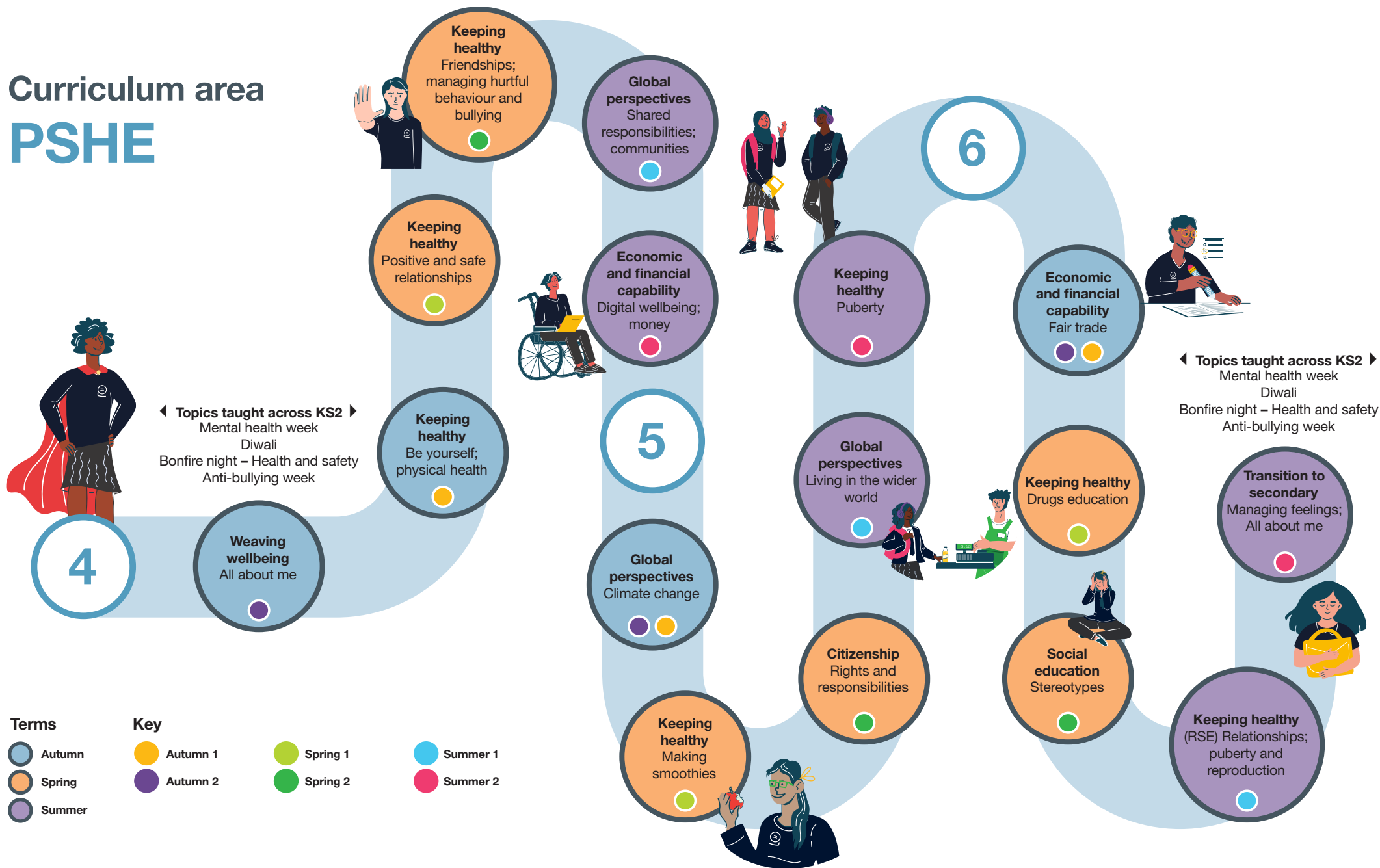
Terms

- Autumn
- Spring
- Summer

Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2

Curriculum area PSHE



Terms

- Autumn
- Spring
- Summer

Key

- Autumn 1
- Autumn 2
- Spring 1
- Spring 2
- Summer 1
- Summer 2



Ambitious about Autism is the national charity standing with autistic children and young people.

We believe every autistic child and young person has the right to be themselves and realise their ambitions.

We started as one school and have become a movement for change. We champion rights, campaign for change and create opportunities.

Contact us

The Rise School
Browells Lane, Feltham
Middlesex TW13 7EF

☎ 020 8099 0640

✉ info@theriseschool.com

🌐 theriseschool.com

Follow us

🐦 [@riseschoolUK](https://twitter.com/riseschoolUK)

📷 [@theriseschoolartsdepartment](https://www.instagram.com/theriseschoolartsdepartment)

How to find us

We are located on the same site as Spring West Academy.

Public transport

Tube – Hatton Cross, then either 285 or 490 bus to Browells Lane and five-minute walk. 90 bus to Feltham – Leisure West and eight-minute walk

Bus – 285 from Kingston or Heathrow to Browells Lane, 90 from Northolt to Feltham Leisure West, 490 from Richmond or Hatton Cross to Browells Lane, 117 from West Middlesex University Hospital or Staines to Feltham Station, and 235 from Brentford or Sunbury to Feltham Station

Train – 10-minute walk from Feltham station

Travelling by car

We have on-site parking, but this needs to be booked prior to visiting.

