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Trafford Alternative Education Provision

## ***Dare to Dream***

### **English Curriculum**

#### **English Department**

- Thomas Magdzinski (Acting HoD)
- Hannah McMurray
- Casey Bradbury
- Szukhena Richards (ECT)

#### **Intent Statement**

The intent of our English curriculum is to create an inclusive, compassionate, and supportive learning environment that acknowledges the diverse experiences of all students, particularly those affected by trauma. We are committed to fostering a classroom atmosphere where every learner feels safe, valued, and understood, recognising that emotional well-being is fundamental to academic success.

By integrating trauma-informed practices, we aim to help students engage with the English language in a way that encourages personal growth, resilience, and empathy. Our approach includes providing students with the tools to express themselves through reading, writing, and discussion while promoting critical thinking and creativity. In doing so, we celebrate each student's unique voice, validate their emotions, and offer opportunities for healing and empowerment.

Our curriculum is designed to build strong foundational skills in English through the use of baseline assessments. These assessments allow us to identify and fill knowledge gaps, ensuring that each pupil receives personalised support tailored to their individual needs. By addressing these gaps, we unlock each pupil's potential, enabling them to access opportunities beyond the classroom.

We aim to cultivate an intrinsic love for reading by exposing students to a diverse range of texts that reflect different cultures, perspectives, and experiences. Through these texts, students learn to appreciate the richness of language and the power of storytelling.

Our curriculum also emphasises the development of critical thinking and communication skills, equipping students to articulate their ideas and opinions confidently. By engaging with various media and real-world issues, students learn to apply their English skills in meaningful ways, preparing them for future education and careers.

In English, we recognise the importance of literacy as a gateway to understanding and interacting with the world. We integrate cross-curricular activities that highlight the relevance



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of English in various contexts, encouraging students to see the connections between their learning and the wider world.

Speaking and Listening Communication is an integral part of pupil development and as such students will be involved in formal and informal activities which will include:

- Presenting.
- Discussing.
- Listening.
- Role playing.

Our dedicated staff team is committed to fostering a supportive and inclusive learning environment where all students can thrive. Through continuous professional development, we ensure the delivery of the highest quality English education, supporting every pupil's journey toward becoming a confident, articulate, and informed individual.

### **Implementation Statement**

At Trafford Alternative Education Provision, we are committed to developing students' literacy skills through exposure to accessible, engaging, and increasingly challenging material. Our English curriculum encompasses a wide range of fiction and non-fiction, including whole books, short stories, poems, and plays. This diverse selection covers various genres, historical periods, and authors, including high-quality works from English literature, both pre-1914 and contemporary, as well as Shakespeare.

Our curriculum is designed to:

- Encourage reading of diverse texts to broaden understanding and appreciation of language.
- Develop vocabulary by connecting new words to known vocabulary, using context and dictionaries for comprehension.
- Enhance inferential skills and evidence-based analysis of texts.
- Foster understanding of writing purpose, audience, and context to aid comprehension.
- Teach the effects of language features, including figurative language, vocabulary choice, grammar, and text structure.
- Recognize poetic conventions and their usage.
- Analyse setting, plot, and characterization, and their impact on the narrative.
- Explore the effectiveness of dramatists' work through performance and different staging interpretations.
- Make critical comparisons across texts.

Our writing programme supports students in writing for a variety of purposes and audiences by:

- Summarising and organising material, and supporting arguments with factual detail.
- Applying knowledge of vocabulary, grammar, and text structure to enhance writing.
- Utilising literary and rhetorical devices to impact writing.



- Tailoring writing to reflect intended audiences and purposes.
- Improving coherence and effectiveness through vocabulary, spelling, grammar, and structure amendments.
- Extending grammatical knowledge and studying the impact of grammatical features in texts.

We emphasise the distinction between spoken and written language, including formal and informal registers, and the use of Standard English. Students are encouraged to:

- Use Standard English confidently in writing and speech across various contexts.
- Discuss reading, writing, and spoken language using precise linguistic and literary terminology.
- Deliver speeches and presentations, participate in debates, and engage in structured discussions.
- Perform play scripts and poetry, utilizing role, intonation, tone, volume, mood, silence, stillness, and action to enhance meaning and impact.

Our English curriculum aims to unlock students' potential and prepare them for the wider world through determination, respect, engagement, achievement, motivation, and success.

### **Impact Statement**

At Trafford Alternative Education Provision, our English curriculum is designed to unlock the potential of every pupil, equipping them with essential literacy skills that prepare them for engagement with the wider world. Our commitment to excellence in English education is reflected in the diverse range of qualifications we offer, including

<b>Accreditation /Qualifications</b>
<ul style="list-style-type: none"> <li>• AQA Unit Award Scheme</li> <li>• ELC STEP Up to English, 1/2/3</li> <li>• Functional Skills English Level 1. Level 2</li> <li>• GCSE English</li> <li>• GCSE Literature (Optional)</li> </ul>

Our curriculum exposes students to accessible, engaging, and progressively challenging material, encompassing fiction and non-fiction texts. This includes whole books, short stories, poems, and plays spanning various genres, historical periods, and authors. Students engage with high-quality works from English literature, both pre-1914 and contemporary, as well as Shakespeare.

The long-term impact of the English curriculum is the development of well-rounded, articulate individuals who can navigate the complexities of the modern world, engage in meaningful discussions, and contribute to society in thoughtful, informed way.



## **Pupil Voice**

Pupils discuss and feedback in small groups or with one-to-one engagement with their class teacher. Students articulate the successes and challenges from their learning on a regular basis and adaptations in teaching are used as a result of these discussions. Starters and plenaries enabled students to recap on previous learning and to demonstrate their understanding of the lesson. Students are encouraged to discuss how they can apply previous skills and knowledge into new concepts in their learning.

## **Evidence in Knowledge**

Students to use subject knowledge and terminology in their written and verbal responses. Pupils are taught knowledge through repetitive learning and having acronyms to support key concepts eg DAFOREST. Pupils knowledge of vocabulary is a focus and specific vocabulary is explained and taught explicitly. KS4 English focuses on the knowledge required to access formal qualifications such as Functional Skills and GCSE English Language. Pupils are encouraged to express themselves using their knowledge of vocabulary and subject specific terminology.

## **Evidence in Skills**

The main skills in English – Reading, Writing and Spoken Language – are taught and assessed explicitly throughout KS3 and KS4. These skills form the focus of the internal assessments at KS3 and are also assessed in the formal qualifications in KS4.

## **Outcomes**

Learning is tracked and monitored to ensure progress from pupils' starting points. There is formative assessment that helps to identify understanding and outcomes, and summative assessment to indicate which students are making progress and have achieved expected levels. Teaching Assistants are used within lessons to help pupils who are in need of support to achieve their expected outcome. Data is inputted each term to show pupil outcomes and as pupils move into KS4 mock examinations are used to indicate outcomes before pupils sit formal qualifications such as Functional Skills and GCSE English Language.

## **SEND**

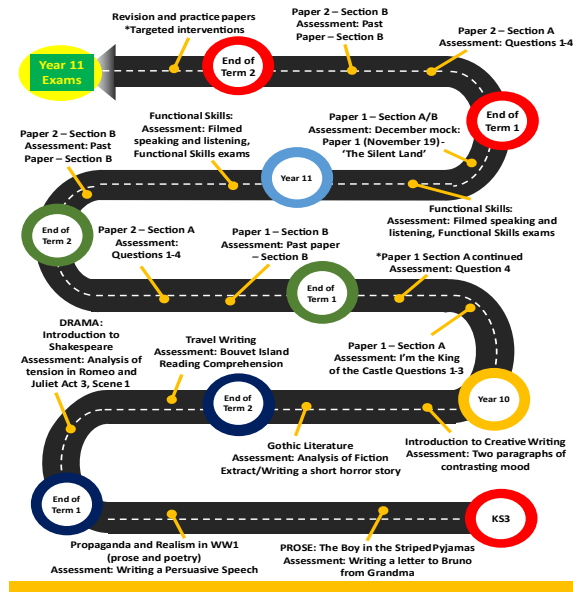
At Trafford Alternative Education, our dedicated teachers specialise in adapting their teaching approaches to meet the diverse needs of students with special educational needs (SEN).

Teachers employ a variety of teaching strategies to create a supportive, inclusive environment, we ensure that every student feels valued and empowered. We recognise each young person as an individual who's needs may change throughout their time at Trafford Alternative Education. Teaching is underpinned by quality first teaching strategies such as pre-teaching, scaffolding and differentiation alongside effective use of SEND group support plan strategies.

Although staff plan in advance we recognise due to the nature of our cohort lessons are often adapted in real time to engage with our young people and keep them in their window of tolerance and ready to engage with learning.



## TAEP Learning Journey – English





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### **Maths Curriculum**

#### **Maths Department**

- Mike Scragg (HoD)
- John Fraiel
- Sam Kelly
- Ellis Goulden-Westwood
- Faiza Choudhary
- Jacqui Preston

#### **Intent Statement**

At Trafford Alternative Education Provision, our curriculum is designed to be ambitious and inclusive, ensuring that every pupil is equipped with the necessary skills and knowledge to thrive. We are committed to providing a high-quality teaching environment that fosters both academic success and personal growth. Our mathematics curriculum involves integrating an understanding of trauma and its effects on students' learning processes, behaviour, and emotional well-being. The goal is to create a safe, supportive environment where all students, particularly those with a history of trauma, can engage with and succeed in mathematics.

Our Mathematics curriculum is underpinned by the principles of the Science of Learning, enabling us to effectively identify and close knowledge gaps. By utilising evidence-based teaching strategies, we ensure that all students, regardless of their starting point, can progress confidently and achieve their full potential.

We aim to build pupil confidence through a structured approach that develops both conceptual understanding and practical application. Our teaching methods are designed to nurture critical thinking and problem-solving skills, encouraging students to tackle mathematical challenges with resilience and enthusiasm.

We also strive to cultivate an intrinsic love of learning in all students by developing bespoke pathways. Our goal is to empower students to become independent, reflective learners who are prepared for the complexities of the modern world.

#### **Implementation Statement**

At Trafford Alternative Education Provision, we are committed to delivering a comprehensive and engaging Mathematics curriculum that fosters motivation and personal growth. Utilising the White Rose scheme for Key Stages 3 and 4, our spiral curriculum focuses on retrieval practice and closing knowledge gaps, ensuring that every pupil builds a solid foundation in Mathematics. White Rose use 'small steps' to break down the teaching sequence into small achievable steps. Where students require additional support, 'scaffolds' are used to support students further to ensure that they have secured the small step before moving on. These



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'scaffolds' may be in the form of returning to concrete resources or pictorial representations. For students who understand a concept more quickly, challenges are used to deepen and challenge learners further within the curriculum area.

We prioritise embedding formative assessment techniques to provide continuous feedback and support tailored learning journeys. Our goal is to inspire a love for Mathematics through real-world applications and problem-solving scenarios, enhancing pupil confidence and achievement.

For our Year 11 students, we offer the opportunity to achieve functional skills qualifications, equipping them with practical skills for their future endeavours. Our dedicated staff receive ongoing professional development via The National College and Department Meetings to ensure the highest quality of teaching and learning.

Yr11 students are entered for AQA 8300 GCSE Maths at either Foundation or Higher Level. They are also offered the opportunity to study for the AQA 8382 Statistics GCSE (again at Foundation or Higher levels) as one of their Option Subjects.

The scheme of work delivered at TAEP covers the breadth of the National Curriculum and is both challenging and achievable for all student abilities. Teachers plan their lessons in line with the Route Map and with their individual students in mind; this ensures that teachers differentiate effectively and personalise lessons for each student, thereby encouraging pupil engagement and setting challenging yet achievable objectives.

Every effort is made to make sure that Y11 all achieve at least a Functional Skills Level 1 Maths qualification as a back up to their GCSE and Functional Skills topics have been introduced to the Year10 (Summer 2) and Yr11 (Autumn 1) schemes of work to enable this.

Y10&11 students are entered for Functional Skills Level 1, and level 2 if appropriate. They

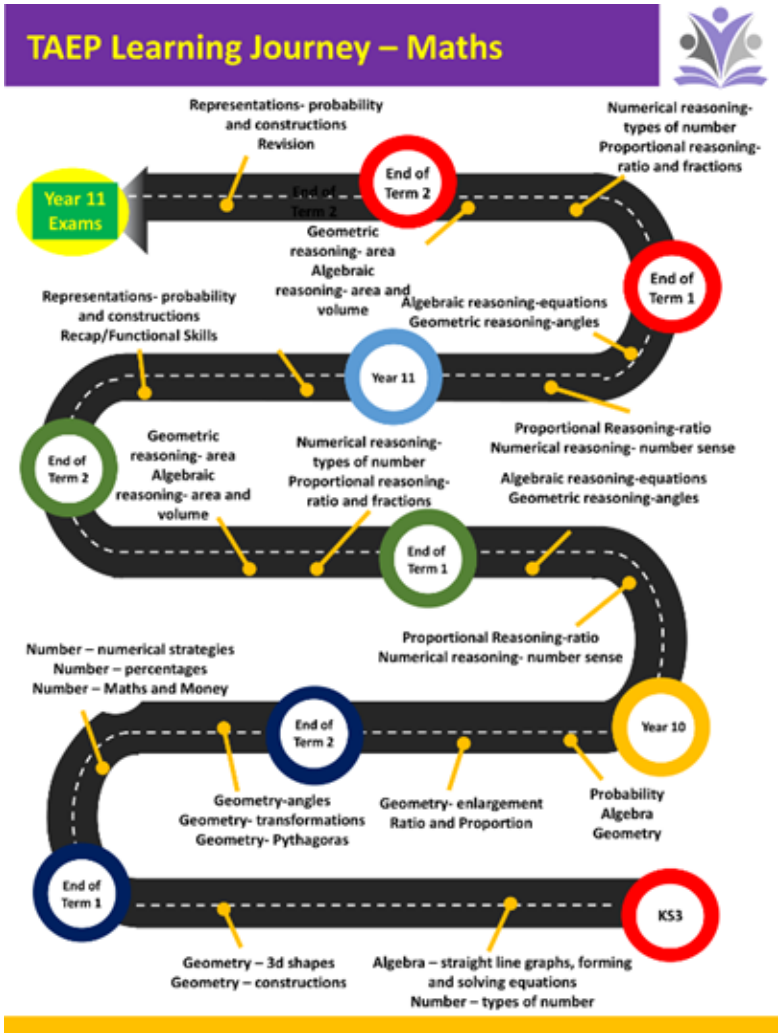
Schemes of work to have been adapted to cater for the Edexcel Number and Measures Level 1&2 Awards which will be offered to both Y10 and Yr11 students as an additional qualification.

The Entry Level Certificate 1/2/3 is available to students who are unable to access Functional Skills or GCSE.

AQA Unit Award Scheme - the school has bought into this scheme. Some UAs are indicated in schemes of work but many others exist online. Unit Awards can be downloaded from the AQA UAS website and completed whenever appropriate. The aim is to encourage progress and celebrate achievement.

We continuously monitor and evaluate our curriculum to adapt and improve our strategies, ensuring that we meet the needs of all our learners. By engaging with parents, carers, and the community, we strive to create a supportive environment that empowers our students to succeed.





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## **Impact Statement**

At Trafford Alternative Education Provision, our Mathematics curriculum has consistently delivered strong outcomes for our students. With a focus on the White Rose scheme, our spiral curriculum effectively supports students in achieving success.

## **Pupil Voice**

Through discussion and feedback, students talk enthusiastically about their maths lessons and speak about how they love learning about maths. They can articulate the context in which maths is being taught and relate this to real life purposes. Students show confidence and believe they can learn about a new maths area and apply the knowledge and skills they already have.

## **Evidence in Knowledge**

Mathematical concepts or skills are mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations. Students demonstrate a recall of facts and procedures and are keen to fill knowledge gaps they may have, this includes the recollection of their times tables.



## **Evidence in Skills**

Students use acquired vocabulary in maths lessons. They have the skills to use methods independently and show resilience when tackling problems. Students show a high level of pride in the presentation and understanding of their work. Lessons enable students to develop the ability to recognise relationships and make connections across mathematical topics. Teachers identify a range of opportunities to use maths in real life contexts.

## **Outcomes**

Learning is tracked and monitored to ensure all students succeed and make good progress. Pupils complete end of unit tests to assess understanding at least twice a half term. At the end of their time with us, we expect the students to have achieved good progress relative to their entry baseline assessments. Some students will exceed their target grades and have achieved greater understanding whilst other students will receive appropriate support and intervention to ensure good progress is made towards their target grade.



Accreditation/Qualifications		
<ul style="list-style-type: none"> <li>• AQA Unit Award Scheme</li> <li>• Entry Level Maths</li> <li>• Functional Skills Maths Level 1 or 2</li> <li>• Edexcel Number and Measure awards Level 1 or 2</li> </ul>	<ul style="list-style-type: none"> <li>• Edexcel Algebra Level 1 or 2</li> <li>• AQA GCSE Mathematics</li> <li>• GCSE Statistics (Option)</li> </ul>	
		

Our commitment to embedding formative assessment techniques has enabled us to provide personalised feedback and targeted support, resulting in significant pupil progress and confidence in Mathematics. Through real-world applications and problem-solving activities, we nurture an intrinsic love for learning, empowering students to excel academically and personally.

Historically, our Mathematics results have been very strong, reflecting our dedication to high-quality teaching and the success of our tailored learning approaches. Our students leave us equipped with the skills and qualifications they need to thrive in their future education and careers.

We remain committed to continuous improvement, regularly evaluating our curriculum and teaching practices to ensure that we meet the evolving needs of our learners. By engaging with our community and fostering a supportive learning environment, we create opportunities for all students to reach their full potential in Mathematics.

### SEND

At Trafford Alternative Education, our dedicated teachers specialise in adapting their teaching approaches to meet the diverse needs of students with special educational needs (SEN).

Teachers employ a variety of teaching strategies to create a supportive, inclusive environment, we ensure that every student feels valued and empowered. We recognise each young person as an individual who's needs may change throughout their time at Trafford Alternative Education. Teaching is underpinned by quality first teaching strategies such as pre-teaching, scaffolding and differentiation alongside effective use of SEND group support plan strategies.

Although staff plan in advance we recognise due to the nature of our cohort lessons are often adapted in real time to engage with our young people and keep them in their window of tolerance and ready to engage with learning.





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## ***Dare to Dream***

### **Science Curriculum**

#### **Science Department**

- Angela Henry (HOD)
- Sam Kelly
- Pervin Nadim (0.6)
- Joab Westwood

#### **Intent Statement**

At Trafford Alternative Education Provision, the Science curriculum is broad and balanced to meet the needs of every pupil. Our science department is committed to becoming a trauma-informed environment that elevates the importance of Science within our Alternative Provision setting. We recognise that many of our students have experienced high levels of Adverse Childhood Experiences (ACEs). We aim to match their interests and abilities, while ensuring that all students complete the necessary requirements for their education. This approach allows us to cater to the diverse needs of each student, helping them to thrive academically and personally.

We employ a mastery approach that emphasises the development of substantive and disciplinary knowledge, using the 10 Big Ideas to guide learning from Key Stage 3. Our students at TAEP learn to see the world analytically, to explain phenomena and make predictions – all skills they need for their next stage of scientific learning.

Our curriculum also integrates Mathematics as a fundamental component of science education, enhancing students' analytical skills and promoting cross-curricular connections. By focusing on literacy in science, we equip students with the tools necessary to engage with complex scientific texts and concepts.

Through hands-on experiments and real-world applications, we strive to instil a passion for science, encouraging students to explore and make informed predictions about the world around them. Our dedicated staff continuously engages in professional development to deliver the highest quality Science education, supporting every pupil's academic and personal growth, and we are dedicated to understanding their diverse and unique backgrounds. This understanding allows us to deliver a rich and fulfilling Science curriculum that celebrates and encourages access and opportunities in STEM subjects and careers.



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Our curriculum is designed to build increasingly sophisticated knowledge of scientific concepts (substantive knowledge) and the methodologies of scientific inquiry (disciplinary knowledge).

Science is inherently content-rich, with vital interactions across all areas of life through the disciplines of Biology, Chemistry, and Physics. Recognising the complexity of scientific concepts, we emphasize literacy in science as an integral part of every lesson, ensuring that students can effectively engage with challenging material.

Through our dedicated approach, we aim to inspire curiosity and foster a passion for science, empowering our students to achieve their full potential and pursue opportunities in STEM fields.

### **Implementation Statement**

At Trafford Alternative Education Provision, we have designed a well sequenced science curriculum to meet the diverse needs of our students, ensuring that every pupil has the opportunity to excel in their scientific studies. Upon enrolment, all students participate in a baseline assessment.

TAEP students have the opportunity to participate in regular practical experiments. Practical science experiments offer engaging, hands-on activities and fosters meaningful learning experiences, supporting students' academic, social, and personal development in a supportive and inclusive manner.

Outcomes for our year 11 students can lead to GCSE AQA Combined Science or AQA Separate Sciences. This flexible approach allows students to pursue the qualifications that best suit their individual needs.

At TAEP we aim to encourage progress and celebrate achievement we show recognition for learning by the integration of AQA Unit Awards and CREST awards.

### **Impact Statement**

At Trafford Alternative Education Provision, our science curriculum has consistently achieved year on year improving results, particularly when compared to similar settings. This success is a testament to our commitment to providing an inclusive and supportive learning environment tailored to the unique needs of our students.

By offering pathways to achieve 2 GCSE as a minimum science by either studying for GCSE Combined Science or Separate Science in Biology and Physics, we ensure that each pupil can pursue a course that aligns with their interests and abilities. All students complete Entry Level Science, which lays a solid foundation for further scientific study and builds confidence in their abilities.

Our trauma-informed approach acknowledges the diverse backgrounds of our students, many of whom have faced significant challenges. This understanding enables us to create a nurturing environment where students are empowered to engage deeply with scientific concepts and practices.

The Implementation Statement of a Mastery approach, centred on the 10 Big Ideas, has been instrumental in developing students' substantive and disciplinary knowledge. This framework supports analytical thinking and problem-solving, essential skills for future success in STEM fields.



The integration of Mathematics within our Science curriculum enhances students' ability to apply scientific principles across disciplines. By emphasising literacy in science, we equip students with the skills needed to navigate complex scientific texts and ideas confidently.

Through engaging hands-on experiments and real-world applications, we foster a passion for science that inspires students to explore and make informed predictions about their world. Our dedicated staff, who continually engage in professional development, deliver high-quality education that supports every pupil's academic and personal growth.

Overall, our strong Science results reflect our dedication to excellence and the effectiveness of our tailored learning strategies, preparing students for future educational and career opportunities in STEM.

### **Impact Statement**

At Trafford Alternative Education Provision, our bespoke spiral science curriculum has consistently delivered strong outcomes for our students.

### **Pupil Voice**

Through discussion and feedback, students talk enthusiastically about their science lessons and speak about how they love learning about science. They can articulate the context in which Science is being taught and relate this to real life purposes. Students show confidence and believe they can learn about a new Science area and apply the knowledge and skills they already have.

### **Evidence in Knowledge**

Science concepts or skills are mastered when a child can show it in multiple ways:

- **Explaining Scientific Concepts in Multiple Ways:** A student demonstrates mastery when they can explain scientific concepts through different approaches—verbally, in writing, through diagrams, models, or experiments. The ability to use multiple representations helps solidify their understanding and shows depth of knowledge.
- **Use of Scientific Language:** Mastery is evident when students use appropriate scientific terminology and language to explain their ideas. This includes using correct terms, definitions, symbols, and units when discussing concepts. In science, precise language is essential for accurate communication of ideas and findings.
- **Application of Concepts in New Situations:** True understanding is shown when students can apply scientific principles to new problems or situations they have not encountered before. For example, they might solve unfamiliar problems in physics or apply the principles of biology to new scenarios. The ability to transfer knowledge is a key concept to be developed in science.

### **Evidence in Skills**

Students use acquired vocabulary in science lessons. They have the skills to use methods independently and show resilience when tackling problems. The flexibility and fluidity to move between different contexts and representations of science. Students demonstrate skills in working with evidence in science involve careful observation, precise data collection, thorough analysis, and critical evaluation. These abilities ensure that conclusions are based



on solid, reliable evidence that can lead to further discoveries. Students show a high level of pride in the presentation and understanding of the work. Teachers plan a range of opportunities to use science beyond the classroom.

### **Outcomes**

Learning is tracked and monitored to ensure all students succeed and make good progress. Pupils complete end of unit tests to assess understanding at least twice a half term. At the end of their time with us, we expect the students to have achieved good progress relative to their entry baseline assessments. Some students will exceed their target grades and have achieved greater understanding whilst other students will receive appropriate support and intervention to ensure good progress is made towards their target grade.

### **SEND**

At Trafford Alternative Education, our dedicated teachers specialise in adapting their teaching approaches to meet the diverse needs of students with special educational needs (SEN).

Teachers employ a variety of teaching strategies to create a supportive, inclusive environment, we ensure that every student feels valued and empowered. We recognise each young person as an individual who's needs may change throughout their time at Trafford Alternative Education. Teaching is underpinned by quality first teaching strategies such as pre-teaching, scaffolding and differentiation alongside effective use of SEND group support plan strategies.

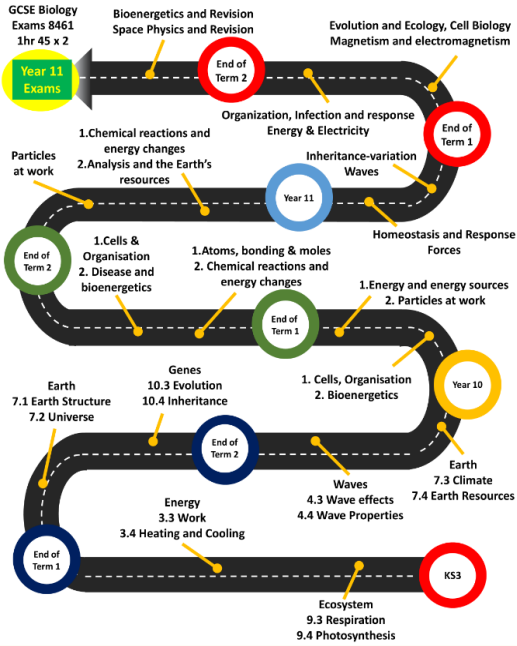
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#### **Accreditation/Qualifications**

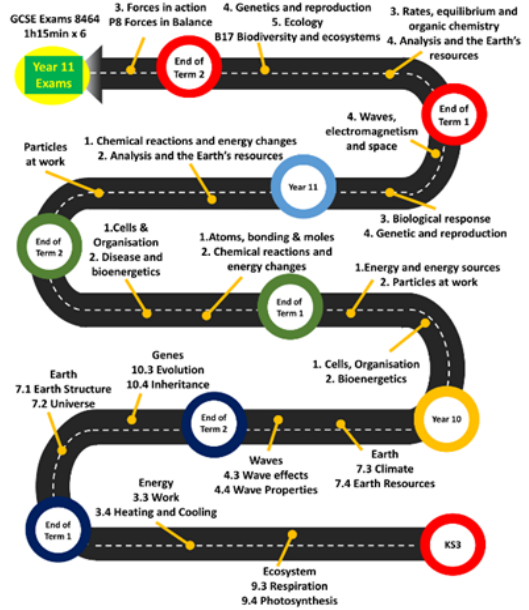
- AQA Unit Award Scheme
- Entry Level Science
- AQA GCSE Combined Science (TMES)
- AQA GCSE Single Science Physics and Biology (THS)



## TAEP Learning Journey – Science (THS)



## TAEP Learning Journey – Science (MES)





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## ***Dare to Dream***

### **PSHE Curriculum**

#### **PSHE Department**

- Mike Scragg THS KS3
- Szukhena Richards THS KS3
- Angela Henry THS 11
- John Frail THS 11
- Sam Kelly TMES 11
- Pervin Nadim (0.6)
- Joab Goulden THS 10
- Laura Wilkinson TMES 10

### **PSHE Curriculum**

#### **Intent Statement**

At Trafford Alternative Education Provision, our bespoke PSHE curriculum is designed to meet the diverse needs of our students, many of whom may join us for only a short period of time. We adopt a trauma-informed approach to PSHE (Personal, Social, Health, and Economic education) that involves creating a supportive, empathetic, and safe environment where students can learn and grow, particularly those who may have experienced trauma or adverse childhood experiences (ACEs). This approach recognises the impact of trauma on a person's emotional, psychological, and physiological well-being and integrates strategies to support their healing and development.

Our curriculum focuses on **six** key themes, each explored through one lesson per week. This cycle of themes is repeated each half term, ensuring that all students have the opportunity to engage with and reflect on these important topics. The themes are:

- Physical Health
- Relationships and Sex Education
- Bullying and Discrimination
- Media and Digital Literacy



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- Money and Careers
- Personal Safety

All students participate in PSHE lessons simultaneously, fostering a cohesive learning community. While the core themes remain consistent, we make necessary adaptations across both sites to cater to specific needs and contexts.

The curriculum is closely linked to AQA Unit Awards, providing students with recognition for their learning and achievements. Detailed guidance is available for the delivery of each lesson, ensuring that staff can effectively support pupil engagement and understanding.

By addressing these key areas, our PSHE curriculum empowers students to make informed decisions, develop healthy relationships, and understand their rights and responsibilities. We are committed to creating a supportive and inclusive environment where every pupil can thrive and grow into a well-rounded individual.

### **Implementation Statement**

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) education is designed to equip students with the essential skills and knowledge needed to navigate the complexities of modern life. Our approach is centred on fostering personal growth, resilience, and well-being in every pupil.

All PSHE sessions are delivered by form tutors, who are uniquely positioned to understand and support their students' individual needs. This personalized approach ensures that each session is relevant and impactful, fostering a supportive and trusting classroom environment.

We provide clear guidance from the PSHE Association each week, ensuring that our curriculum is aligned with best practices and national standards. This guidance allows us to cover a broad range of topics, including emotional well-being, relationships, health, and citizenship.

Our staff is well-trained and knowledgeable in delivering PSHE sessions, with access to ongoing professional development opportunities. This commitment to training ensures that our educators are equipped to handle sensitive topics with care and confidence, providing students with a safe space to explore and discuss important issues.

Through our PSHE program, we aim to empower students to make informed decisions, develop positive relationships, and contribute to their communities. By embedding PSHE education into the fabric of our school, we support the holistic development of our students, preparing them for a successful and fulfilling future.

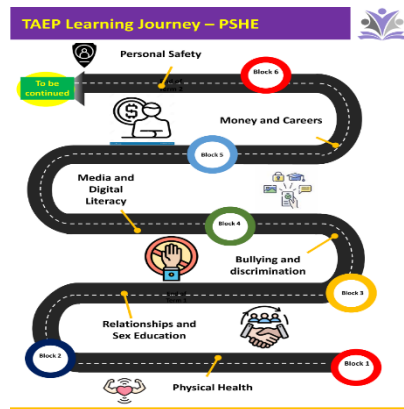
### **Impact Statement**

At Trafford Alternative Education Provision, our PSHE (Personal, Social, Health, and Economic) curriculum is integral to fostering well-rounded individuals who are prepared to engage confidently with the wider world. Our program emphasizes personal growth, resilience, and the development of essential life skills, ensuring students can navigate the complexities of modern life.

Our PSHE curriculum consistently achieves strong outcomes, reflected in the personal development and well-being of our students. Through a trauma-informed approach, we acknowledge the diverse backgrounds and unique experiences of our students, many of whom



have encountered significant challenges. This understanding allows us to create a supportive environment where students feel safe to explore and discuss important issues.



A key focus of our PSHE curriculum is to cultivate an intrinsic love for learning about oneself and others. We engage students with a wide range of topics, including mental health, relationships, financial literacy, and global citizenship, encouraging them to think critically and empathetically about the world around them.

Our curriculum is designed to develop confidence and effective communication skills, equipping students to express their ideas and opinions thoughtfully. By integrating cross-curricular activities, we highlight the relevance of PSHE in various contexts, reinforcing the importance of these skills in

their future education and careers.

Our dedicated staff continually engages in professional development to ensure the delivery of high-quality PSHE education, supporting each pupil's journey toward becoming a confident, informed, and responsible member of society.

Overall, the impact of our PSHE curriculum is evident in the personal growth and readiness of our students to engage with the wider world, prepared to make positive contributions to their communities and beyond.

## Pupil Voice

Listening to Our Pupils:

- We ensure that pupils feel heard and valued by actively seeking their feedback on PSHE lessons. This feedback directly informs our curriculum development, ensuring it remains responsive and aligned with the diverse needs and interests of our students.

Flexible Curriculum:

- Our PSHE curriculum is designed to be flexible, adapting to the changing needs and contexts of our pupils. This flexibility allows us to address emerging issues and tailor content to the unique dynamics of each class.

Personalised Delivery by Form Tutors:

- PSHE sessions are delivered by form tutors who have a deep understanding of their pupils' individual needs and circumstances. This personal connection enables tutors to tailor lessons effectively, creating a supportive learning environment where students feel comfortable to express themselves and engage fully.

## Evidence in Knowledge

1. Physical Health: Evidence-based approaches to physical health education empower pupils to make informed decisions about their wellbeing. By understanding the science behind nutrition, exercise, and mental health, pupils can develop lifelong habits that promote physical and mental wellness.



2. **Relationships and Sex Education:** Utilising evidence-based resources in relationships and sex education ensures that pupils receive accurate, age-appropriate information. This empowers them to build healthy relationships, understand consent, and make responsible choices, fostering a respectful and safe school environment.
3. **Bullying and Discrimination:** By incorporating research on the causes and impacts of bullying and discrimination, we create a curriculum that promotes empathy, inclusivity, and resilience. Pupils learn strategies to recognize, prevent, and address these issues, contributing to a supportive and harmonious community.
4. **Media and Digital Literacy:** In an age where digital media is pervasive, evidence-based teaching on media literacy equips pupils with the skills to critically analyse information, understand digital footprints, and engage safely online. This knowledge is crucial for navigating digital landscapes responsibly.
5. **Money and Careers:** Evidence-based financial education and career guidance provide pupils with the tools to manage money wisely and make informed career choices. By understanding economic principles and job market trends, pupils are better prepared for financial independence and future success.
6. **Personal Safety:** Grounding personal safety education in evidence ensures that pupils are aware of the risks they may encounter and know how to protect themselves. This includes understanding safeguarding, recognizing unsafe situations, and knowing how to seek help.

#### Evidence in Skills

##### Communication Skills

- **Statement Evidence:** A student might provide evidence of their communication skills by explaining how they used clear, respectful language in a group discussion, or how they resolved a disagreement with a peer.
- **Example:** "I used open body language and made eye contact to show I was listening to my friend. When they disagreed with my point, I calmly explained my reasoning and asked them for their opinion."

##### Decision-Making Skills

- **Statement Evidence:** Evidence of decision-making might involve a student describing a situation where they had to make a choice, the factors they considered, and the outcomes.
- **Example:** "When I had to decide whether to go out with my friends or study for a test, I thought about the importance of my grades. I chose to stay home and study, which helped me improve my test score."

#### 3. Problem-Solving Skills

- **Statement Evidence:** This could involve a student explaining how they identified a problem, explored potential solutions, and chose the best course of action.
- **Example:** "I noticed that our group project was falling behind. I suggested we divide the work into smaller tasks and set deadlines for each. This helped us complete the project on time."

#### 4. Managing Emotions



- Statement Evidence: A student may provide evidence of how they managed their feelings in challenging situations, such as dealing with stress or conflict.
- Example: "When I felt anxious before the presentation, I took deep breaths and reminded myself that I had prepared well. I also focused on staying calm and speaking clearly."

#### 5. Respecting Diversity

- Statement Evidence: Evidence of respecting diversity could include how a student demonstrates an understanding of different cultures, opinions, or identities.
- Example: "In our class discussion on different cultures, I listened carefully to my peers' perspectives and asked questions to understand their viewpoints better."

### Outcomes

Learning is tracked and monitored via AQA Unit Award Scheme

### SEND

At Trafford Alternative Education, our dedicated teachers specialise in adapting their teaching approaches to meet the diverse needs of students with special educational needs (SEN).

Teachers employ a variety of teaching strategies to create a supportive, inclusive environment, we ensure that every student feels valued and empowered. We recognise each young person as an individual who's needs may change throughout their time at Trafford Alternative Education. Teaching is underpinned by quality first teaching strategies such as pre-teaching, scaffolding and differentiation alongside effective use of SEND group support plan strategies.

Although staff plan in advance we recognise due to the nature of our cohort lessons are often adapted in real time to engage with our young people and keep them in their window of tolerance and ready to engage with learning.

### Accreditation

- AQA Unit Award Scheme





## Unit Award Scheme

### Centre Registration Form

**Please see this form and your unit choice before logging in your changes will not be saved.**  
This registration form is an editable PDF that can be completed electronically, including digital signatures. Alternatively, you can complete everything except the signature, print it out, manually sign it and email it to us. A final version of the form is available upon request.

**Name of centre**

**National centre number\***

Number allocated to centres that offer qualifications

**Local Authority/DFE number**

if you have one

**Ofsted URN (if applicable)**

If your centre does not have an ofsted centre number, we will issue one once your registration is complete.

**Please note:**

**Your Head of Centre must sign the Terms of Business before this form is submitted to UAS.**

**For centres with no RCN/DFE number or Ofsted URN, you will need to provide two references on page 5.**

**Once registration with UAS is approved, the one-off registration fee will be charged.**

**All centres must send us a copy of their safeguarding policies alongside this form.**

This form is for applying to join the Unit Award Scheme only; it will not give you access to UAS qualifications. To find out about registering to offer AQA qualifications, please contact please contact [enquiries@uas@aqa.org.uk](mailto:enquiries@uas@aqa.org.uk)

Unit Award Scheme is a registered charity number 1071816 and a company number 06408982 registered in England. Further details for registration in the UK are available at [www.aqa.org.uk](http://www.aqa.org.uk)

