



BENNERLEY FIELDS SCHOOL

Beyond Bennerley Guidance

Bennerley Fields School

The Beyond Bennerley Curriculum builds on the school's visions and values for all our pupils to be prepared for life 'Beyond Bennerley'. We believe that the Beyond Bennerley Curriculum enriches and extends the opportunities for pupils to experience learning outside the classroom and take their learning into the local community.

The Beyond Bennerley Curriculum forms part of our pupils Spiritual, Moral, Social and Cultural (SMSC) development which is the over-arching umbrella that encompasses personal development across the whole curriculum.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Intent

Through our Beyond Bennerley Curriculum we provide meaningful opportunities to learn and transfer the knowledge and skills both in and outside the classroom in real life situations. This will support the building of resilience and raising aspirations for all pupils. They are able to build independence in the community whilst enhancing their experiences beyond the classroom environment.

Education Endowment Foundation (EEF) research into the impact of character and essential life skills in childhood, through the development of non-cognitive skills, supports the wider benefits for pupils beyond academic achievement. EEF states that there is growing evidence that these skills are important to pupils later outcomes. This supports the intent of the Beyond Bennerley curriculum to foster independence and life skills for the future.

The Beyond Bennerley Curriculum is supported through classroom and community-based learning. We define learning outside the classroom as: The use of places other than the classroom for teaching and learning. Offsite learning can offer the most memorable learning experiences, help us to make sense of the world around us by making links between feelings and learning.

The curriculum aims to broaden and develop pupils understanding of the world whilst instilling a range of skills through seven core areas:

Experience – a range of experiences, frequent and progressive

Develop confidence, self-awareness and skills (e.g. responsibility for self and others, working in a team, leadership, communication, problem solving)

Learn new ideas, facts, concepts in a real world context

Grow through challenge and become more independent

Demonstrate achievement – through awards, school/setting displays, presentations by young people

Increased motivation and willingness to learn – contributing to raised levels of attainment

Broaden horizons and raise aspiration – believing they can achieve

These core areas are demonstrated in the recording of pupil achievement against their learning targets.

Implementation

Beyond Bennerley lessons are planned and delivered to meet the needs, abilities and interests of all pupils. Lessons are taught weekly and a half term sequence of learning is clearly planned to ensure skills are built upon throughout each theme.

Each classes' needs are considered to decide the extent of pupils access the school and local environment to ensure the best meaningful learning experiences take place.

There are ten themes within the Beyond Bennerley curriculum:

- Friendships and relationships
- Money
- Travel
- Hobbies
- Personal Safety
- Time Management

- Shopping
- Communication
- Positive Contribution
- Home Management, Cooking and Laundry

The ten themes have been chosen to cover a large range and depth of skills to increase confidence and empower our pupils with *cultural capital*. Cultural Capital is defined as “the essential knowledge that children need to be educated citizens” (Ofsted EY Inspection Handbook 2019, p31). Research suggests that policies directed at improving pupil capital, either economic or cultural, or at providing additional support within and outside schools to deprived children to compensate for the lack of resources at home, are likely to have important effects on attainment and in turn on other life course outcomes.

All areas have links with the National Curriculum (see figure 1) and are in line with providing pupils the skills they need to function successfully in life. According to the World Health Organisation (WHO), life skills are defined as “a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives healthily and productively. Life skills may be directed toward personal actions or actions toward others, as well as toward actions to change the surrounding environment to make it conducive to health.”

A theme is covered every half term/ term. Our curriculum ensures that pupils apply skills outside the classroom by providing access to real life situations such as:

- Visits to cultural events
- Visits to local shops
- Professionals visiting Bennerley
- Library visits
- Theatre visits
- Role play
- Mock interviews

Curriculum Links

Beyond Bennerley provides cross-curricular learning opportunities, therefore progress can be achieved and monitored in different areas:

Beyond Bennerley Topic	Maths	English	PSHE	RSE	PE	Careers	Science
Friendships and Relationships		•	•	•			•
Time Management	•	•	•		•	•	
Communication		•	•	•		•	
Personal Safety	•	•	•	•			
Travel	•	•				•	
Hobbies	•	•	•		•	•	
Money	•		•			•	
Shopping	•	•					
Home Management, Cooking and Laundry	•	•	•			•	•
Positive Contribution	•	•	•			•	

(figure 1)

Impact

Our cross-curricular learning is planned and delivered to ensure that pupils are able to use the acquired skills and apply them to different situations outside of the classroom to prepare them for life Beyond Bennerley. The carefully planned lessons ensure learning is meaningful and allows pupils to showcase their resilience, independence and confidence through accessing different environments.

The monitoring of progress is tracked through a range of assessment tools including: Progress against EHCP outcomes using the Evidence for Learning (EfL) framework, Thrive assessments (both class and individual progress reports), Blank Level Reasoning assessments and B Squared curriculum assessment data.

The Quality Assurance cycle ensures that high standards of planning and implementation are maintained throughout all stages of the Beyond Bennerley curriculum which meets the needs of all of our pupils and enhances their life opportunities.

Curriculum Drivers underpin the Beyond Bennerley Curriculum

Communication- Pupils learn to communicate in their preferred method and build on their communication skills to help prepare them for life after Bennerley.

Aspire- Staff set aspirational targets and through assessment and feedback pupils are able to see their aspirations become their achievements.

Nurture- Pupils are supported and encouraged through a pupil centred curriculum.



Beyond Bennerley Policy

Version	Reviewed in School	Approved by GB/SLT/HT/IG	Ratified at LGB	Minute Number
1-Date Approved	July 2022	SLT – 12.12.22	NA	NA
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Approval Level:		SLT		