



BENSHAM MANOR *School*

Bensham Manor School Curriculum



Introduction:

A key role of Bensham Manor School is to prepare its young people for life after school and in particular to prepare them for life in modern Britain. It is no longer sufficient for modern special schools to just prepare the way for transition to the next stage of education. In the current climate it is essential that schools such as Bensham Manor provide young people with a wide range of skills and qualities that will enable our young people to become as independent as possible in 21st century Britain. We have committed to ensuring our provision meets the needs of our pupils. Bensham Manor has a multi-faceted approach to achieving this aim with spiritual, moral, social and cultural development of key importance and planning and education for future independence is provided through the following approaches:

CULTURE AND ETHOS

Bensham Manor is a specialist school for children with complex needs and autism. In addition, there is provision for children with social, communication and interaction difficulties who do not have a clinical diagnosis of autism but who benefit from the strategies and interventions employed in meeting the needs of children with autism. We are a learning community. We are responsive to the needs of all our pupils in a caring and friendly atmosphere, where quality and excellence in all things is encouraged and acknowledged.

Every pupil has access to a well-balanced and broad curriculum. Study centres on well-planned learning activities that build on pupils' previous knowledge and experience and meet the individual needs of each child. Transition between Key Stages is well planned and effective. Well trained staff recognise the particular difficulties experienced by young people with autism in communication, flexibility of thought and social interaction. It is important that we as a school identify the qualities that we wish to develop in our young people. To support our young people in making a successful transition to life after school we believe that we need to give our young people confidence and a belief in themselves and their abilities.

Much of the work we do around celebrating success and providing a wide range of challenging activities has that aim. It is also crucial that our young people develop a degree of resilience as the challenges they may face are likely to be great. The children know what is expected of them. They are supported in understanding the relevance of their learning tasks. The children have the opportunity to be involved in planning and evaluating their own learning. They experience independent and collaborative work. Teachers and Therapists provide stimulating learning opportunities including first-hand experiences and open-ended tasks. A variety of teaching methods are used. Teachers recognise that individual pupils learn in different ways, consequently they plan and prepare activities that allow pupils to access learning whatever their individual learning style.

Teachers will ensure that children have access to well organised learning resources and quality materials and tools. Classrooms and shared areas are well managed and tidy. The pupils' work is thoughtfully presented. There are stimulating and attractive displays in classrooms and work areas.

There is a welcoming, calm and purposeful atmosphere within the school. The pupils' attitude to their work demonstrates a high level of self-motivation and independent learning skills. The pupils find their education challenging, rewarding and interesting. They have opportunities to extend tasks and pursue individual lines of enquiry. Academic and personal achievement is celebrated in a variety of ways. Everyone involved in the school has a shared purpose and pride in the school. We ensure that pupils have opportunities to develop positive, responsible and caring attitudes alongside personal, social and learning skills. There are high expectations of achievement and social behaviour with agreed principles between staff and pupils. We encourage self-confidence; self-respect and respect for others.

THE CURRICULUM

Fundamental to our curriculum approach at Bensham Manor is our commitment to personalise the curriculum to the unique qualities and needs of each pupil. This personalisation is informed by knowledge of the strengths and difficulties associated with autism in general. Our curriculum has the flexibility to address the individual and very specific needs of each pupil and is characterised by being:

- **Individually planned;**
- **Specialised;**
- **Intensive;**
- **Goal-directed;**
- **Guided by pupil performance**

Pupils with autism exhibit significant social communication and language difficulties. Appropriate communication and social skills are necessary in order to express needs, desires and feelings.

Language and communication are the foundations for the development of

relationships, participating in society and accessing the curriculum. It is therefore crucial to develop skills in these areas in order to improve pupils' quality of life. For this reason, Bensham Manor places an emphasis upon receptive and expressive communication (speaking and listening) across the whole curriculum. Pupils also play a key part in decision making at BMS. They get the opportunity to do this through the School Council, eco-committee, Investing in Children assessor visits and questionnaires.



English

English at Bensham Manor is exciting and enriching, allowing students the opportunity to engage with different characters and settings through reading and drama. Students also explore different formats of writing from letters and speeches to creative stories and more formal essays. Students read widely, from short stories and novels to the plays of Shakespeare and poetry, in order to instil a passion for reading which they will carry into subsequent education and their later life.

Pupils' reading is supported through a range of resources at Bensham Manor; Accelerated Reader (the schools main platform for reading), Bug Club, Headsprout and Spell. They also learn Functional aspects of English to support independent living. This includes reading timetables and maps and writing shopping lists and emails.

The English curriculum encompasses all the aspects of communication – non-verbal, verbal and written. It promotes learning across the curriculum and underpins pupils' achievements and participation in all aspects of their lives. Speech and language therapists work within the multidisciplinary team to develop appropriate programmes to encourage and development communication. Individual assessments of each pupil and conversations with their family inform decisions about which communication system to use with any individual pupils. For some, additional (augmentative) communication systems are used. These include Makaton (a signing system) and the use of Communication books' which include words or pictures that a pupil can point to in order to comment on their environment or to make a request without (or alongside) speech. All pupils have at least three lessons of English per week. All pupils will leave Bensham Manor with an English accreditation by the end of year 11 through accessing at least one of the following courses: GCSE English Language, Entry Level English and Functional Skills English, all of which are



chosen to meet the needs of all of our students. Learning Outside the Classroom is also integral to the English curriculum with opportunities to learn through visits to the theatre, library etc..

Computing and Digital Media



Becoming adept at using computers and various digital media will help prepare pupils to thrive in a rapidly changing world, where technology is critical to long-term success. Additionally, the technologies explored will help pupils to improve their interaction with other students, as well as staff, by encouraging pupils to develop their broader communication and literacy skills in a variety of ways. For some, this may be through the use of visual and written materials, such as photographs, symbols and large print, as well as ICT and other technological aids. For others, communication and literacy skills may be developed via alternative and augmentative communication, e.g., facial expressions and gestures.

ICT, in particular the use of computers and entertainment systems, is engaging and motivating for many pupils. By using them in a supervised school setting, pupils are likely to become better at using them independently, at home and elsewhere, to structure their leisure time more enjoyably and appropriately. ICT can also encourage creativity and help pupils to take greater responsibility for their own learning. By becoming better able to plan and organise their ideas, they may find it easier to produce and present work of a high standard.

Children at Bensham Manor have access to a range of cutting-edge technologies in the classroom and around the school that supports their learning. Pupils do Entry Level and Functional Skills qualifications in CDM.

Mathematics

Mathematics at Bensham Manor provides pupils with powerful ways of exploring, investigating and understanding the world; for example, the skills of making comparisons, identifying differences, investigating relationships and establishing connections. Our lessons are planned to meet the needs of all our learners while making the students learning engaging and enjoyable. We guide students to make links between the important skills they learn in the classroom and how these are used in everyday life, supporting them to be independent young adults. We encourage discussions and logical reasoning, at later stages of mathematical development, the ability to think in abstract ways.

At the end of year 11 all our students leave with maths accreditations ranging from a Functional Skill level, Entry level, a Gateway qualification and some students achieve a GCSE. We have qualifications suitable for our wide cohort of students. We promote maths across the whole curriculum such as timing how long it takes for cakes to cook during cooking lessons or measuring how far they've thrown a javelin in PE. We ensure we take our learning outside of the classroom and make it practical, for example being able to visit the train station and read a timetable or go into a shop and use money correctly. We teach the knowledge needed for life after Bensham but we also focus on building their confidence in being able to confidently use the skills to be independent.

Music

At Bensham Manor School the aim is to give all students regardless of ability a challenging and exciting music curriculum. This musical education looks to engage and inspire students to develop a love of music and their talent as musicians. The aim through music is to increase the pupils' self-confidence, creativity and sense of achievement. It is hoped that the students will develop a lifelong love of music which will enhance their lives.



The music department offers a broad and varied curriculum which takes into account all of the differing needs of the students. The curriculum is based on the National Curriculum, differentiated as required. It is taught through the vehicles of performing, composing and listening. Schemes of work include the orchestra, 12 bar blues, graphic scores and singing.

A variety of instruments are used in the lessons which include djembes, keyboards and steel pans. In

the lessons, students develop their singing skills, learn to play instruments, create and compose music. Regular opportunities for performance are provided.

In addition to music lessons, pupils have the opportunity to learn individual instruments and the school runs its own choir and school band. Visiting performing musicians and outings enrich the music curriculum. Pupils have access to Keyboard lessons from an external peripatetic teacher one day per week plus the school employs its own peripatetic Music teacher who works three days a week delivering one to one, small group and whole groups Music programmes. A Music therapist also works one day per week supporting pupils.

Personal, Social, Health and Citizenship Education (PSHCE)

PSHCE at Bensham Manor is an exciting and enriching subject which aims to support young people's spiritual, moral, social, cultural (SMSC) and physical development. It also works towards preparing young people for the responsibilities, opportunities and experiences of life at present and in the future. Pupils are given the opportunity to understand the importance of physical, social, sexual and emotional health. The curriculum has recently been updated keeping in mind recent relationships and sex education guidance from the government.

Citizenship is also incorporated as part of PSHCE, some of the topics covered are: the importance of rights and child rights, democracy, law, keeping safe within communities and how to be an active member of the community. Pupils are regularly exposed to current affairs and real life scenarios to better prepare them for the realities of life outside of the school gates and are encouraged to discuss their thoughts and feelings about the world around them.

Within PSHCE Education, group work, discussion, respect of others and expression of opinions are key to helping pupils develop their own views about their world. The Ethos within PSHCE is to develop leaders for the present and future and pupils are regularly encouraged to challenge the status quo in order to help make the world a better place. Personal and social skills have strong links with PSHCE and every opportunity is used throughout the curriculum to develop students skills.

Our objective is that pupils will gain life skills throughout their time at school such as:

- The ability to make informed choices about their emotional and physical health and wellbeing and the knowledge of how to keep themselves safe.
- The confidence to make the most of their abilities and to celebrate those of others.
- The ability to manage risk, resist pressure, make safer choices and seek help if necessary.
- The ability to communicate effectively with their peers and those around them understanding the implications and impact of discriminatory and derogatory language (racist, homophobic or disability discriminatory language in particular).

- The ability and skills to maintain worthwhile, fulfilling and supportive relationships.
- The compassion, tolerance and understanding to respect the differences between people of different cultures, faiths and beliefs. This includes the protected characteristics under the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion and belief, sex, sexual orientation).
- The confidence to develop their independence and take responsibility for their choices. The knowledge and strength to play an active role as members of a democratic society with an additional focus on diversity, mutual respect and managing debate of contentious issues.
- An understanding of British Values which includes democracy, the rule of law, mutual respect, tolerance and individual liberty.
- The knowledge of the difference between the overriding law of the land and religious law.
- The ability to be an effective member of their community at school and in the local and wider world.
- The development of their critical thinking and decision making skills.
- A knowledge and understanding of the skill sets required for a wide range of careers.
- A knowledge and understanding of economics and economic well being, including how enterprise functions.

Ultimately, at Bensham Manor, our objective is to foster a positive 'can do' mentality enabling our pupils to utilise and take on as many of the opportunities, challenges and responsibilities that come their way at school and beyond.

Physical Education (PE)

PE is a vital part of school life and crucial for children's future well-being. It is our intent to provide an inclusive, broad and balanced PE curriculum that will benefit children who have additional needs by enabling them to learn new skills or by enhancing existing skills. We also aim to introduce them to a wide range of sports, clubs, teams and organisations.

It is our intent to ensure children understand the importance of leading a healthy lifestyle and to equip them with the tools to do so through health and well-being education. This is reflected in the fact that our final qualification is the Welsh Board Certificate for 'Healthy Living and Fitness'. We also use Gateway Qualifications that can be tailored to reflect the specific achievements of those who are unable to gain a certificate.

We believe that children must understand how to take care of themselves both physically and mentally in order to be successful as adults. Beyond merely an academic subject, we believe that participation in physical activity is a key element of developing a school in which pupils are proud of the community in which they belong. Therefore, great emphasis is placed upon additional opportunities beyond PE lessons via after-school clubs, inter-house and inter-school competition and participation in non-competitive sports festivals as well as specific competitions.

For many years the school has been the most active participant of the Surrey Special Schools Sports Association. The Head of PE is Chair of this organisation and works closely with Active Surrey and the Youth Sports Trust as Surrey's nominated Lead Inclusion School for Sport (since 2018). As a school we usually attend over 30 sports events a year. Children have the opportunity to participate in a wealth of competitions



through inter-house competitions within the school, inter-school competition through the SSSSA and at borough level by representing Croydon in the London Youth Games and The School Games. The school has been an integral part of the Croydon Team that has won the pan-disability trophy at the London Youth Games in 8 of the last 10 years.



To ensure that sports opportunities are available to every child, our policy every year is that every class will represent the school at at least one sports event appropriate to their abilities and needs.

Each year group receives a minimum of 1½ hours of PE each week with additional sporting clubs run after school on most nights, some lunch times and within school holidays.

With our committed staff the children receive high quality PE lessons which are mapped out in broad and balanced blocks using CompletePE a resource approved and recommended by the Youth Sports Trust.

The aim is that our extensive PE curriculum will impact greatly on our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical and mental health. The curriculum will develop positive self-awareness in children as they become physically competent. They will also demonstrate a healthy attitude to competition, show respect for individuals, teams, officials and coaches. They will also develop the resilience to cope equally well with the challenges of success and failure. All children will be assessed against the Key Performance Indicators for the school's self devised Progression Grid for PE and will be monitored through the assessment tool on Complete PE. Assessment is evidenced by the use of videos and pictures.

Skills for Life and Careers Teaching including Gatsby Benchmarks

Work related learning is defined as 'planned activity that uses work as a context for learning.' It is concerned with the world of work, work experience and careers education. It is also about the development of skills for lifelong learning, including employability skills and can be delivered through a broad range of activities. An increasing emphasis is placed on learning and applying skills in the community, including work experience placements and vocational education through our link with the local FE College.

Learning is planned to support all learners to:

- See the relevance of the curriculum to their own experiences and aspirations
- Have sufficient opportunities to succeed in their learning at the highest standard
- Understand the range of Pathways available to them.
- Have access to Careers interviews and Careers guidance
- Have opportunities to gain experience in the world of work.

Pupils' achievements are recognised through nationally accredited qualifications such as Entry Level Pathways and Edexcel awards. From September 2021 all pupils will have a timetabled Skills for Life lessons. This will incorporate Careers teaching and following the Gatsby Benchmarks which are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Science

In the science department, we offer a broad, balanced, inclusive curriculum to suit the needs of all our learners. The differentiated curriculum has been designed around the academic and individual needs of the students. We plan to enthuse, excite, challenge and engage our students with a hands on practical approach. Learners are encouraged to think about and understand the world around them, we want them to be curious, wonder and question. We use real life scenarios to help students learn through questioning, demonstrations, modelling, discussion, problem solving, role play, collaborative learning and individual work.

The aim for our students is to have a lifelong interest in science, become independent learners with enquiring minds and help them to lead meaningful and productive lives in a rapidly changing world. The curriculum is regularly adapted and developed to enrich learning for all students. Learning outside the classroom is encouraged wherever possible alongside working scientifically to help bring science alive. Students are encouraged to make mistakes and to learn from them, they are supported to take risks with their learning and build resilience.



Staff support learners to become effective participators and assessors regularly reflecting on their learning and thought processes. We want all students to reach their full potential valuing diversity and differences. Students are provided with formative and summative feedback to help them develop their strengths and weaknesses. When setting targets students' academic and individual needs are taken into account. Progress is monitored closely and suitable intervention is identified early. Day to day planning is informed by teaching and learning in the classroom which in turn informs the curriculum.

Science curriculum paths

KS3	KS4
SpLD curriculum	AQA unit awards
SpLD curriculum	WJEC entry pathways
Secondary national curriculum	AQA entry pathways
Secondary national curriculum	WJEC entry pathways + BTEC award in applied Science (Level 1)
Secondary national curriculum	AQA entry pathways + GCSE

Humanities

'Humanities' is made up of History and Geography lessons in years 7 to 11. The aim of the different units is to provide pupils with the knowledge and skills that will enable them to develop an understanding of the world around them and to make a positive contribution to the society that they live in.

We understand that pupils of all abilities best understand topics when they are related to their own lives or current awareness of the world. Consequently we try to use their learning to answer questions they might have already had or have witnessed in the conversations of adults and the media. In year 8 we use a study of the British Empire, the Blitz and the Holocaust to answer the question 'What makes people leave their homes and live somewhere else?' Other issues that we address include climate change, the importance of renewable energy and the debate over HS2.

We also make pupils aware of how their studies in humanities directly impacts on improving their literacy, numeracy and other work-related skills. This continual reinforcement of the relevance of the subject to their lives can help motivate pupils and increase their chances of success both in and outside of the classroom.

A multi-sensory education is key to our pupils' success. This principle is core to our planning and a key reason why regular educational trips are arranged. Visits to curriculum relevant sites help our pupils to engage with, and internalise, the knowledge and skills their studies can impart.

From year 8 onwards most pupils will study topics that form part of WJEC's Entry Level Pathways qualification in Humanities. The pupils' work in class, both written and oral, is continually assessed and used as evidence to prove their attainment.

Religious Education

The main aim of Religious Education is to encourage respect for all beliefs and cultures as well as helping to promote the pupils' spiritual, moral, physical and cultural development. The teaching of RE helps pupils to learn from religion as well as learning about religion.

The syllabus and work is based on aspects of the locally agreed syllabus, which is adapted to meet the needs of the pupils within the school.

Pupils in both Key Stages 3 and 4 are timetabled for 1 lesson a week.

The Importance of RE:

- RE enables pupils to become more aware of ethical and moral issues within the community and society as a whole.
- RE is also important in helping pupils to express their feelings, thoughts and in helping them to make choices and decisions.
- RE encourages pupils to learn from different religious beliefs, values and traditions.
- RE encourages pupils to develop a sense of belonging and identity.
- RE develops pupils' knowledge, understanding and awareness of Christianity, the other principal religions and their traditions.
- RE enhances pupils' awareness and understanding of religious beliefs, teachings, and practices, forms of expression, family life, communities and cultures.
- RE offers opportunities for personal reflection and spiritual development.
- RE enables pupils to develop within their communities as well as individually as citizens in a multicultural, pluralistic and global society.
- RE is important in preparing pupils for adult life, employment and lifelong learning
- RE helps pupils to show respect, kindness, tolerance towards others, including animals and wildlife.

Textiles

In Textiles students combine contextual studies, practical and technological skills through creative exploration, to design and make various outcomes. Students look at diverse art movements to help generate ideas. Through an exciting range of outcomes such as T-Shirts, bags, banners, students learn to:

- Develop ideas through investigations, researching artists and designers from contemporary, historical and other sources. Collecting images and creating mood boards.
- Refine ideas through experimenting with different media such as various printing techniques; mono, poly block, screen printing as well as painting, collage, batik, applique, dyeing, photography and ICT.
- Record ideas, observations and insights relevant to their intentions in visual and/or other forms such as drawing, taking photographs and making notes.
- Present a finished piece of work that is personal and meaningful.



The main aim is to enable students, through varying degrees of support and differentiation, to have fun while learning and producing outcomes they're really proud of. The Textiles room is well equipped, including iPads, PC's, sewing machines, silk-screens and printing tables. An exciting range of fabrics, threads, fabric paints, fabric crayons and dyes are also available.

Art

The Art curriculum at Bensham Manor teaches students a variety of exciting skills to help stimulate creativity and imagination. From year 7, students will develop skills in

- Painting,
- Drawing,
- Printing
- 3D
- Ceramics

Students learn about a range of artists and cultures by studying their lives and the techniques they use. Student skills develop by applying what has been learnt to their own original work.

In key stage three we teach children the basic skills they will need to create exciting art.

In Key stage 4 students will practice experimenting with different mediums and developing their ideas in order to gain both confidence and qualifications in Art and Design.

In the Art Department we support students to work at their own level, and offer a wide variety of arts activities and materials so that each individual can find a medium that they enjoy. We have a working kiln so that students can make glazed ceramics, as well as more traditional 3D work. We use photography and



digital media to support research and development. In addition to practical skills we also help students to develop fine motor skills, concentration, developing a project and self expression.

Performing Arts

Performing Arts is mainly delivered through the subject of Arts Award and Drama, alongside projects that allow the subjects to be explored simultaneously. Pupils are encouraged to try and explore everything, with the emphasis on pupils taking part and trying their best so that they feel happy and safe within the subject area, allowing them to find the freedom to fully involve themselves and develop subject specific skills.

Alongside subject based skills, Performing Arts is an excellent opportunity for pupils to build their self-esteem, improve communication, develop social and team building skills, improve their ability to problem solve and increase resilience.

Within Performing Arts pupils are provided with the opportunity to present their work to an audience, with pupils keen to show what they have learnt and also gain recognition for all of their hard work. Performances take place in a local theatre during the Autumn as part of the Shakespeare Schools Foundation.



Food Technology and Life Skills Cooking

Food Technology is a subject that most students here at Bensham Manor really look forward to and enjoy. All classes from year 7 to year 11 have the opportunity to access and enjoy this essential subject. It gives our students the chance to learn how to cook safely and independently. They can then demonstrate the skills that they have learnt and share their knowledge of Food Technology in their home environment. They can also achieve accreditation towards their future studies and employment.

The development of life skills is integrated throughout food technology as it provides opportunities for children to understand what constitutes a healthy diet and to learn cooking and budgeting skills. All pupils have a food technology of Lifeskills Cooking lesson per week. A number of groups cook their own lunch once a week.

Food Technology lessons are in line with the National Curriculum. Lessons are adapted to address the individual needs of all our students, making it an accessible subject for all. Our main aim is to cook a variation of dishes, using lots of different methods, introducing and using a wide range of equipment, sourcing of ingredients and making sure students understand healthy choices. Year 7 pupils cook their own lunch one day a week supported by two experienced chefs.



Hygiene and safety requirements are always reinforced to ensure the safety of students and that they are aware of the dangers of food poisoning.

Communication and Therapy

As a school we have identified key skills that we believe are central to enabling young people at Bensham Manor to lead more independent lives. Several of these are addressed directly through the curriculum but others are developed through specific training sessions or through the integrated work of the speech and Language and occupational therapists. Communication – as well as being addressed through the English curriculum, communication skills are developed through the integrated work of the speech and language therapists. This is particularly the case with developing social communication skills.

The school uses a range of augmentative communication strategies such as Makaton signing. A significant number of pupils are supported by the speech and language (SaLT) and occupational therapist (OT). The OT works closely with other departments in particular PE and Food Technology offering specialist assistance to help support pupils to lead independent, productive, and satisfying lives. Pupils reading skills are also supported to develop by the therapy team through Headsprout reading intervention. The Drama therapist and the Counsellor work with a range of pupils to support their mental health.

Work Place Skills

Older pupils are given the opportunity to develop work place skills through the secondary work experience programme. All Year 10 pupils complete a work experience placement for one week. All pupils in year 11 have a two-week placement. These can be in supported environments, however, pupils are encouraged to select placements appropriate to their level of independence. The work related learning programme involves many aspects of vocational education and this is supplemented by the link with Croydon and Carshalton Colleges where all Year 11 pupils attend one day per week in the Autumn or Spring term. From September 2021 pupils from all year groups will have the opportunity to develop their workplace skills through working at the new onsite cafe and drinks hub.



Independent Travel

Being able to travel independently is a key skill that is fundamental to the ability to lead an independent life. Travel training is provided for identified pupils and organised by the local authority who have 4 dedicated independent travel trainers. In addition, class groups are encouraged to use public transport when going out on school trips and visits in the locality to familiarise pupils with travel.

Cycle Proficiency

Pupils learn to ride a bicycle many achieve level two enabling them to ride safely on public roads.

Jeds Driving School

Pupils in Year 11 are given onsite driving lessons through our partnership with Jeds Driving School.

Duke of Edinburgh (DoE)

Why do DoE? Each of the four sections gives students something different by developing new or existing skills. They enjoy new experiences and take part in new and exciting challenges. The students will get



recognition and gain a prestigious qualification for doing the things they enjoy.

Students learn to make a difference to other people's lives and their community through the volunteer section. They learn about being healthier by taking part in a physical activity for a set period of time.

We run both the Bronze Award for a selection of pupils from Year 9. The four sections are:

The Skills section: where students can learn a new skill or develop an existing skill further. Skills include Art,

photography, learn a foreign language, sewing, crafts, cooking, playing a musical instrument, dance or a sports skill.

The Volunteer section: develops an understanding of the needs of others or environmental issues, either globally or within own community. This year groups are washing cars and running a breakfast club.

The Physical section: promotes a healthier and more active lifestyle encouraging and supporting all participants to become involved a physical activity at school or in their own time.

The Expedition section: where students must attend two expeditions for each level and which involves one overnight camping for Bronze and two nights for Silver. The expedition also requires participants to complete a walking venture each day of the expedition; participants walk a planned route which is expected to take six hours. Our expeditions take place in Frylands Wood.

Forest School

Each Year 8 class has one day a week for a half term at Forest School. This allows them time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. Year 7 classes have a taster session in preparation during summer.

Life Skills

The development of life skills is integrated throughout the school curriculum and teachers plan for these opportunities in all curriculum areas. Pupils have the opportunity to access local services such as shops and supermarkets while reinforcing mathematical skills. Subjects such as Food Technology provide opportunities for children to understand what constitutes a healthy diet and to learn cooking and budgeting skills. All pupils have at least a double food technology lesson per week. A number of groups including the post 16 cook their own lunch once a week.

Childcare

Childcare is taught in Key Stage 4 to all the tutor groups. Pupils follow a programme of study to gain a variety of qualifications depending on their levels.

Pupils study 4 main areas:

- The Family
- Contraception
- Preparation for Pregnancy and Birth
- Care of a New Baby

Pupils are taught a range of skills to develop themselves as responsible adults of the future. We cover skills such as independence, team work, managing their own emotions and understanding other people's opinions. Pupils are encouraged to take responsibility for their own emotional and physical health in terms of relationships and planning a family.

We are supported by staff from Croydon Drop In to cover some of the areas of contraception and advice on where to get help in Croydon.



Horticulture and Animal Care

Bensham Manor has its own Outdoor Learning Centre which gives pupils the opportunity to learn about horticulture and animal care. There is an allotment area connected to the centre and pupils also have access to an external allotment which is owned by the school. Pupils gain an understanding of where food comes from, how to grow food, look after plants and how all of this fits in with environmental issues. Pupils also gain an understanding of looking after small animals. We are currently working towards becoming an eco-friendly school.

E-Safety

Pupils go through the topic very thoroughly in their CDM, PSCH lessons and extended tutor times. Pupils' e-safety capabilities are increased through the learning of a wide range of topics including cyber bullying, safe social networking, a young person's digital footprint, geolocation, online friendship, illegal downloading, sexting, age ratings and online grooming. The Internet, whether accessed from a computer, mobile phone or other device is embedded within modern family life used to buy and sell goods, online banking, find information and socialising. It can also have a darker side with cyber- crime, inappropriate material and illegal activity taking place online effecting both adults and children. E-Safety is concerned with the safeguarding of young people in the "digital" world and ensuring they feel safe when accessing new technology.

Multicultural Curriculum Events

At Bensham Manor we deliver a multicultural curriculum. In line with this we do a series of multicultural events throughout the year and across all curriculum areas. We hold Black History Month events including a multicultural day and research competition. The Textiles Department holds an annual fashion show in which pupils create clothing from various cultures. Drama works on performances encompassing a wide variety of cultures and all subjects have a multicultural approach to curriculum content and delivery.

