



What does each young person need to know their unique value? and know what difference their presence makes?

How is the young person's learning planned and organized over time? Implementation – what does it look like?

How do we reach 'Beyond Glenwood' for each young person? How are we ensuring learning is reaching beyond?

Finding each young person's path

Key Questions for their Curriculum

How does each young person develop confidence in themselves? and gain a sense of pride in their achievements, knowing when they have done well?

How does each learner learn to communicate with others in a meaningful way? (and build connections)

How do we support young people to develop their autonomy and independence and use support from others well?

How do we support each young person to find out...

What are they good at? What brings them joy? What brings them calm?

What we want our young people to learn and develop

Curriculum Intentions

| | | | | | | | | | | |
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| To be brave about new things – curiosity about newness | Learning how they can find enjoyment sharing time and space with others | To make connections and build relationships. The ability to deepen existing relationships and forge new ones | Recognise things that cause them challenge and find ways to share these with the help of others – find a way through. | To find their own voice and communicate with purpose and self-belief | Have a sense of self and to have opinions | To make meaningful choices and make them known | To know how to learn – the way they learn best | To cope with the highs and lows of learning and life | To know what makes them happy – feel joy when it's on offer, find more things that bring joy | Developing their role in routines and activities |
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Steps along the way

(each young person navigates their own path)

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| Recognise newness | Feeling ok / managing others being around you | Recognising familiar, sharing experiences (many levels) | Show / recognize when finding something hard – let someone/ something help | Recognising change – what has happened | Having a clear 'no' response and feel able to show it | Levels of choice making Like / Don't like Like / Like (definite choice) 2 ways to overcome something | Experiencing success | Understanding self -Calm / regulated - Heightened / deregulated | Experience trust (people, place...) | Understand purpose / importance |
| Developing interest | | Anticipating – expected response (causing response) | | Showing a response | | | | | Reads safety effectively | Accept support |
| Developing questions | Reading – safety support | Recognise sameness / similarity (what connects / could connect) | Reading situations | Recognising you have an impact on others | Understanding you are separate | Knowing there is a choice | Recognising progress | Sense of making change happen | Experience a change in yourself | Understanding order & sequence |
| Tolerate messiness | | Recognise difference | Developing 'language' around challenge | Knowing you can effect change | Knowing you make a difference | Knowing what your options are | Trying different approaches | Being able to express positive and negative feelings | Inwardly / outwardly knowing what that looks like | Understanding when choice is real |
| Trial & error | Understanding how to clear / finish or indicate this is what you want | Tolerate difference | Communicating the challenge and drawing others in to the solution – asking for help | Communicate for different purposes | Knowing you can effect change | Trial & error | | Ability to recognise positive / negative feelings in themselves and others | Bravery in the face of new experiences (1) | Cooperate |
| Understanding / overcoming fear | | Overcome differences | | Recognise the purpose you are communicating for | Knowing you can effect change | Being able to express a preference clearly | | Ability to request support and accept it | Know how to 'relax' in the moment – manage the demands comfortably | Anticipate the next step Knowing it's coming & readying yourself |
| Respond to new experiences with tolerance & enthusiasm | Coping with a growing number / range of contexts | Recognising positive attributes in others | Familiar / less familiar / help from anyone and anywhere | Adapting your strategies to meet a particular purpose | Knowing (self, opinions) Remembering (opinions) Expressing (self, opinions) | Coping with when preferences and choices are not possible | | Ability to plan around challenge | Dealing with associated challenges, fear of failure | Knowing what you can control |
| Seek newness, embrace experience | Safely, appropriately influencing 'How' and 'Who' | Knowing your own positive & strengths that others admire | Developing and widening range of coping strategies | Confidence in discovering the unknown | Understanding that opinions can change | Understanding & accepting that preferences change | | | Asking for more detail, sophistication around what you want | Finding joy, satisfaction |
| | | Being able to change your 'connection' / interactions according to person / group | | Having a means of communication that reaches the many and draws people in | | Choice – reaction from us | | | | Developing better ways – problem solving (multi-levels) |
| | | | | | | Sophistication of choice 'maybe' | | | | Managing when things don't go according to expectation |
| Key links 2,3,4,7,10 | Key links 1,3,4,6 | Key links 2 | Key links 5,7,9 | Key links 6 | Key links 5,8 | Key links 1,3,6 | Key links 6 | Key links 9 | Key links 1,2 | Key links 4,9 |

Working in partnership with families and other professionals, we aim for our Curriculum to lead to young people who...

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|--------------------------|--------------------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|----------------------------------|--|
| are Confident | are Strong | are Brave | are Curious | are Happy, can find joy | Persevere | are Flexible and Adaptable | are Proud of themselves and their achievements |
| share their Opinions | are Tolerant | have a Love of Learning | develop a sense of Autonomy | are ready to meet the world | can make Meaningful Choices | are Enthusiastic | know their Value |
| know and like themselves | can find a sense of Calm | know what they are good at | can Connect with others | are Determined | Contribute | are part of Family and Community | |