The Thriveology Curriculum

Welcome to our Thriveology Curriculum!

The Thriveology curriculum is centred around **re-engagement, development and progression**, while keeping a pathway towards specialist provision, reintegration or an appropriate longer-term educational pathway. Our bespoke, needs-led curriculum is based on the principles of pre-formal, semi-formal and formal learning, with individual EHCP outcomes at its core.

Our Curriculum Intent

Our curriculum is designed around a simple belief:

Every child is capable of learning, developing and making meaningful progress when their individual needs are understood and the right conditions for learning are provided.

Our children join us with a wide range of strengths, needs and experiences. Many have experienced significant disruption to their education and may have developed a negative relationship with school and learning. For some children, accessing a conventional school curriculum is currently not possible or the right environment at that time. Our curriculum therefore begins with the child, rather than the expected curriculum pathway.

We provide a bespoke, needs-led curriculum that enables children to develop the foundations they need to engage in learning, while maintaining high expectations for their academic, personal and social development. We recognise that progress does not always follow a linear pathway and that the most important next step for one child may be very different from that of another.

Learning that has purpose:

We strive to make learning meaningful, purposeful, engaging and relevant to each child's life. Academic learning is therefore connected wherever possible to authentic experiences and real-world contexts.

Our curriculum aims to ensure that every child can:

Belong- by building trusting relationships, a sense of safety and belonging, and a positive identity as a learner.

Regulate- by, with adult guidance and support, develop an understanding of their emotions, sensory needs and individual regulation strategies so that they can increasingly manage themselves and access learning.

Communicate- by learning effective ways of communicating their needs, choices, thoughts, feelings and ideas.

Learn- through experiences that offer curiosity, attention, literacy, numeracy and wider knowledge that are appropriately challenging, accessible and meaningful to each child.

Become independent- by developing the practical, social and organisational skills needed to become increasingly independent in school, at home and within the wider community.

Connect- by experiencing supported opportunities to learn and develop social understanding, self-awareness and the skills needed to participate safely and successfully with others.

Thrive- by building confidence, resilience, interests, strengths and aspirations, giving each child to ability to recognise their own potential.

The Thriveology Curriculum

A curriculum built around individual starting points:

Our curriculum draws on pre-formal, semi-formal and formal approaches to learning. These approaches are not labels applied to children; they describe how learning is best accessed within different areas of development.

A child may therefore access formal learning in one area while requiring a semi-formal or pre-formal approach in another. This enables us to provide appropriate challenge without creating unnecessary barriers to learning and therefore ensuring that each child experiences successes in their learning.

We value small steps of progress, recognising and celebrating that developing communication, regulation, engagement, independence or the ability to generalise a skill can represent significant achievement.

Our curriculum is adapted to enable pupils to succeed, not adapted to lower our expectations of them.

Re-engagement and educational recovery:

For many of the children that join us at Thriveology, successful education begins with rebuilding their relationship with learning.

We provide a predictable, nurturing and carefully structured environment in which children can experience success, develop trust and increase their capacity to engage at their own pace. We recognise the impact that trauma, disrupted education, unmet needs and repeated experiences of failure can have on a child's view of themselves as a learner.

Our curriculum therefore prioritises connection before compliance, regulation before demand and readiness before expectation, while progressively and appropriately developing pupils' ability to manage greater challenge and independence.

Preparing children for their next step:

Our provision is not intended to become a substitute for appropriate long-term education. We aim to ensure that every child makes progress towards the environment and future that is right for them.

For some children, this may mean developing the skills and confidence required to return to mainstream education. For others, it may mean preparing for specialist provision or another appropriate educational pathway.

Whatever each child's destination, our responsibility is to ensure that children leave us with greater confidence, greater independence, stronger communication, improved regulation, increased knowledge and a stronger understanding of themselves as learners.

Ultimately, our curriculum seeks to ensure that every child can answer, in their own way:

I belong. I can communicate. I can learn. I can make choices. I can achieve. I have a future.

