



Tuition, Medical and Behaviour Support Service

Curriculum Policy Health, Fitness and Wellbeing

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TMBSS Curriculum Model

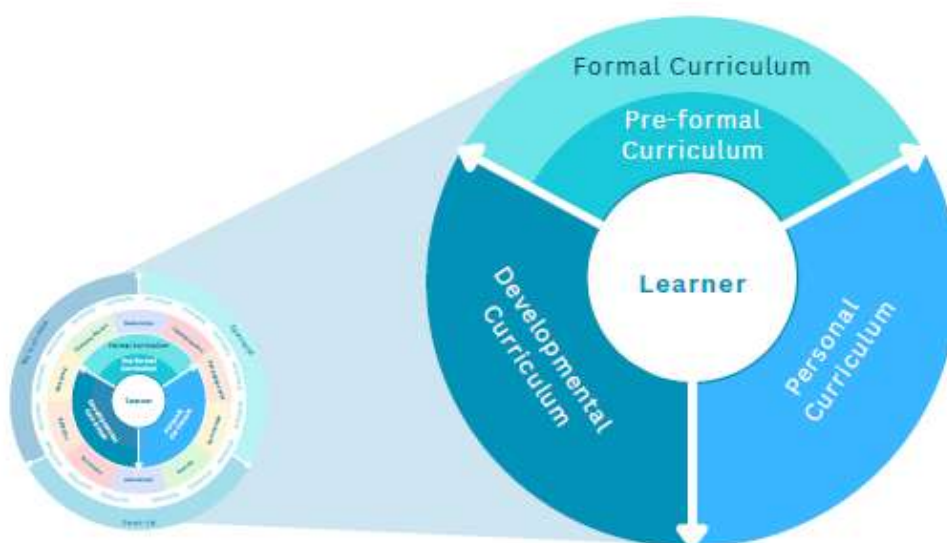
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the ‘World Ready’ vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

A closer look at our curriculum:



Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches

Detail of key TMBSS challenges to achievement	
Challenge number	Detail of challenge
1	Students join at any time during the school year and are with us for varying amounts of time. Some will stay with us for only a few months.
2	Students are sometimes taught in groups alongside students from a different key stage.
3	The starting point of each student differs, due to the transient nature of the student cohort and their differing prior knowledge. Some return to mainstream education and others undertake a period of assessment, before referral to the local authority for a place at a specialist provision.
4	Students start with a negative view of education as many students have been permanently excluded from at least one other educational setting or they have had difficulty accessing mainstream education.
5	Many students have significant learning gaps as they have a history of poor attendance and engagement with education. These pupils need to engage at a much earlier stage of development alongside a trusted adult.
6	Absence from education means that classroom routines such as remaining seated in a classroom, waiting to leave the lesson until agreed breaks, focusing on the lesson without external distractions have been lost.
7	Many students have undiagnosed SEN. They often present with challenging work avoidant behaviour until their barriers to learning can be diagnosed and they are supported to re access education.
8	Social communication skills are dependent upon trust for the adults and the relationship. Many students will only share their work, have a reciprocal conversation when they feel safe. On first joining TMBSS many pupils are angry and rejecting of others, hypervigilant and fearful to engage.
9	When dysregulated many students expressive and receptive language becomes limited and they resort to basic offensive descriptors and gestures to destroy the learning environment.
10	Before being available for learning, some students need their biological and physiological needs such as food, drink, warmth, and even sleep to be met.
11	Many students have experienced multiple ACE's which leads them to be at a significant risk of impairments across various cognitive functions, memory, attention and language/verbal ability; poorer academic performance and social outcomes.
12	When first joining TMBSS some students are in a crisis situation, due to issues such as their own or parental mental ill-health, exploitation, addiction problems or domestic violence within the home. These students are often unable to access their education until they have built trusted relationships within a safe environment and they can be signposted to outside agencies to receive support.

Subject specific curriculum implementations to address challenges		
Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
Planned reading intervention on basis of needs of individual pupils	<p>Many arrive with reading ages lower than chronological and have limited engagement with reading.</p> <p>The service is determined that every pupil will learn to read, regardless of their background, needs or abilities. Students are able to read to an age-appropriate level and fluency (if not, they will be incapable of accessing the rest of the curriculum, and they will fall rapidly behind their peers).</p> <p>In PSHE, students complete a guided reading session every half term. This is to ensure students have access to a wide variety of subject specific texts.</p>	1,2,3,5,7,10
All subject specific planning follows a formulaic sequence of learning but these often follow spiral or cyclical pathways to adapt to the changing student cohort	Students are able to access the most important knowledge or concepts that they need to know and focus on these.	1,2,3,5,10
Centre managers and Health Fitness and Wellbeing staff will termly coordinate what practical and theory topics will be taught, to allow pupils to experience a wide range of sports and activities and provide targeted theory sessions on healthy lifestyles, positive growth mindset and resilience. KS3 pupils will have two-hour sessions timetabled each week.	Students start TMBSS at different times and stages of ability both academically and emotionally. Lessons are differentiated so that work is accessible to all students.	1, 2, 3,6,7,8,9,10

Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>Due to the nature of TMBSS education setting Key Stage Three pupils have a placement that is reviewed over a period of time before moving onto a new provision. It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of physical activities and classroom-based practice. This will help develop values and transferrable life skills such as tolerance, fairness and respect.</p>	<p>Key topics are chosen which have been developed by both staff training and pupil voice. This is to ensure that they create a well-rounded curriculum which is also relevant.</p> <p>This will ensure that students on shared placements or students who move from one Centre to another, do not duplicate work or miss any essential modules.</p>	<p>1,2,3,6,10</p>
<p>We will ensure that where students indicate that they may be vulnerable and at risk, they will get appropriate support via our safeguarding team and supporting agencies. Any disclosure from pupils will be managed following our school's safeguarding and child protection policy.</p>	<p>Students are signposted to support networks at the end of each lesson. Student discussions are encouraged and staff are well equipped and trained to manage safeguarding disclosures.</p>	<p>5,7, 9, 10</p>
<p>All staff at TMBSS are trained and made aware of Safeguarding and Child Protection policy, and know the signs they should look out for and the steps they should take if they have concerns.</p>	<p>Many of our students are in crisis when they start at TMBSS. Staff have had extensive training to enable them to safely manage any disclosures. HFW covers many challenging topics and staff are equipped to manage any disclosures which may arise from these lessons.</p>	<p>7,8,9,10</p>
<p>Through the lesson-based activities and enrichment activities we aim to raise the profile of HFW and expose our pupils to sports and activities they may never have had the opportunity to engage with.</p>	<p>Due to the nature of our service and that students start at different times in the academic year, HFW is designed to engage learners. As students may not have been able to attend PE or have access to a variety of topics, our aim is to expose students to these opportunities through a varied curriculum.</p>	<p>1,2,3,4</p>

Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>An imperative element of the curriculum at TMBSS shows a need for healthy lifestyles, a balanced diet, positive growth mind-set and the resilience to persevere. We are passionate about the need to teach pupils how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</p>	<p>Students who attend TMBSS may not have the knowledge or understanding of how important physiological needs are and how they can impact learning. Educating children to understand healthy lifestyles will have a positive impact on their social emotional needs.</p>	<p>1,2,3,4,5</p>
<p>Centre managers and Health Fitness and Wellbeing staff will termly coordinate what practical and theory topics will be taught, to allow pupils to experience a wide range of sports and activities and provide targeted theory sessions. KS3 pupils will have two-hour sessions timetabled each week.</p>	<p>Having regular timetabled lessons, with the same member of staff teaching, enables both students and staff to build positive relationships and continuity. Where trust is created, students are more able to participate in physical activity and try new things.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>
<p>Enrichment activities are considered essential to academic success and social and emotional development and are given high priority.</p>	<p>Students gain the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life equipping students with the knowledge and cultural capital they need to succeed in life.</p>	<p>4,5,6,7,8,10,11,12</p>
<p>All students have equal access to all aspects of the curriculum that is relevant to their individual needs. Equal time and provision is allocated for all groups but there may be occasions where students with Special Educational Needs are given extra support.</p>	<p>Some students are placed into class groups where students may not be at the same age or educational level. Staff will identify specific needs at the beginning of a placement and place students accordingly. Extra support is offered through differentiated tasks, activities and teaching assistant. Where necessary, 1:1 support is also provided to enable learners to achieve their full potential.</p>	<p>1,2,3,4,5,6,7</p>

Curriculum implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>The Health Fitness and Wellbeing programme offers students the opportunity to develop and clarify the attitudes and values in relation to gender roles, stereotyping and to the concepts of masculinity and femininity.</p>	<p>Due to the nature of our students socioeconomic backgrounds, some have little knowledge or understanding of minority groups in society. HFW aims to challenge those opinions and views by delivering lessons aimed at tackling prejudice.</p>	<p>5</p>

Context

Our intention is to build a curriculum that enables children to develop knowledge, skills, and vocabulary across a broad range of physical activities and classroom-based practices. This approach supports the development of values and transferable life skills such as tolerance, fairness, and respect.

Through Health, Fitness and Wellbeing lesson-based activities, Outdoor Education lessons, enrichment opportunities, and alternative provisions, we aim to raise the profile of HFW and expose our pupils to sports and activities they may not have previously experienced. A key element of the curriculum at TMBSS is the promotion of healthy lifestyles, balanced diets, a positive growth mindset, and the resilience to persevere. We are passionate about teaching pupils how to cooperate and collaborate with others as part of a team, understanding fairness and equity in play to embed lifelong values.

HFW helps students understand the connection between good physical health and mental wellbeing, and how this influences their learning. The benefits of self-care, time spent outdoors, and physical activity contribute to improved sleep, nutrition, and strategies for building resilience.

HFW aims to provide all students—regardless of ability—with the opportunity to learn about healthy lifestyles, experience challenge and enjoyment through sporting activities, and engage with the positive aspects of healthy living and physical activity. Our whole-school approach to Health, Fitness and Wellbeing is designed to improve students' quality of life at our centres. Research shows that this approach benefits children beyond physical health, including reduced incidents of bullying, improved attendance, and a decline in negative behaviours. HFW highlights the importance of shared interests and participation in community activities, which can positively affect overall wellbeing. It also emphasizes that outward-facing activities are essential, as humans are social beings who thrive through physical interaction and socialization—key to leading a happier and more successful adult life.

Ultimately, students will apply their physical, mental, emotional, and social skills to pursue a healthy lifestyle. This will help establish a pattern of health and wellbeing that can be sustained throughout adult life.

The Health, Fitness and Wellbeing curriculum references elements from the PSHE government framework, particularly the statutory guidance on physical health and mental wellbeing

Aims:

- develop competence to achieve in a broad range of physical activities
- are physically active for sustained periods of time
- engage in both team and individual sports and activities
- lead healthy, active lives.

Objectives:

- To allow pupils to understand the importance of physical activity and its contribution to overall health and mental wellbeing
- To learn the history of sports, study icons and inspirational sports people and look and health and wellbeing strategies.
- To compete in sport and other activities build character and help to embed values such as fairness and respect.

Content

Key Stage 3

Centre managers and Health, Fitness, and Wellbeing staff will coordinate each term to determine the practical and theoretical topics to be taught. This approach ensures that students experience a wide range of sports and activities, while also receiving targeted theory sessions focused on healthy lifestyles, growth mindset, and resilience. Key Stage 3 (KS3) students will have two-hour sessions timetabled each week.

Local community sports venues will be used, where appropriate, to facilitate physical activities and support engagement with the wider community.

In centre activities include:

YOGA	RUGBY	FOOTBALL	TABLE TENNIS
ROUNDERS	LONG DISTANCE RUNNING	DODGEBALL	VOLLEBALL

NETBALL	ATHLETICS	FRISBE	FITNESS
HANDBALL	BASKETBALL	CRICKET	DANCE

Students will also be taught two theory sessions each half term.

In centre theory session include:

Functions of food groups	Diversity and culture	LGBTQ+ Awareness	Food groups
Importance of sleep	Hydration	Diet related health issues	Racism Awareness
Sport inclusivity	Gender equality	Balanced diet	Risks of drugs and alcohol
Risks of nicotine products	Importance of vitamins and minerals	Links between physical activity and Wellbeing	Energy drinks vs sports drinks

Key Stage 4

Centre managers and Health, Fitness and Wellbeing staff will coordinate each term to determine the practical and theoretical topics to be taught. This approach ensures that students experience a wide range of sports and activities, while also receiving targeted theory sessions on healthy lifestyles, positive growth mindsets, and resilience. Key Stage 4 students will have two-hour sessions timetabled each week.

Local community sports venues are utilised where appropriate to support physical activities and encourage local engagement in the community.

Health, Fitness and Wellbeing at Key Stage 4 focuses on helping students understand and apply the long-term health benefits of physical activity. It also promotes participation in sport and other activities to build character and embed values such as fairness and respect. Additionally, the programme provides dedicated time for students to develop skills in managing stress and anxiety, particularly in the lead-up to exam periods.

In centre theory sessions include:

Functions of food groups	Diversity and culture	LGBTQ+ Awareness	Food groups
Importance of sleep	Hydration	Diet related health issues	Racism Awareness
Sport inclusivity	Gender equality	Balanced diet	Risks of drugs and alcohol
Risks of nicotine products	Importance of vitamins and minerals	Links between physical activity and Wellbeing	Managing Exam stress

Monitoring and assessment

Students' attendance and achievement in sports and activities will be monitored and recorded making sure all pupils have at least 2 hours of physical activity a week. This is monitored through individual Health, fitness and Wellbeing lessons, Outdoor Education sessions, vocational placements, participation in activities at break and lunch time and further enrichment activities.

Alternative activities and interventions can be identified for students not participating in Health Fitness and Wellbeing sessions. This will help maintain that all students have access to physical fitness at TMBSS.

Entitlement and Equal opportunities:

The service is committed to providing Health, Fitness, and Wellbeing opportunities to all its students. Our programme aims to respond to the diversity of children's cultures, faiths, family backgrounds, and sexual and gender orientations.

The Health, Fitness, and Wellbeing programme offers students the opportunity to develop and clarify their attitudes and values in relation to gender roles, stereotyping, and the concepts of masculinity and femininity.

The programme seeks to counteract assumptions in society, such as the passivity of females, women as 'homemakers', men as breadwinners, and men as aggressors. It recognises the need for students to build self-esteem and develop decision-making skills. Open debate is encouraged within a friendly and caring environment.

All students have equal access to all aspects of the curriculum that are relevant to their individual needs. Equal time and provision are allocated for all groups, but there may be occasions where students with Special Educational Needs are given extra support.

Qualifications

All KS4 students at TMBSS will have the opportunity to access the AQA Unit Award Scheme.

Units have been carefully selected by teaching staff to ensure they are relevant and appropriate for our cohort. These units form the basis of lesson planning and structure.

Each lesson is designed around a specific learning objective aligned with the unit being studied, including dedicated theory lessons to support completion.

The aim is to build students' confidence, increase engagement, and formally recognise their achievements. This allows students to track their progress and refer to it in college applications and other post-16 educational settings.

Links to other policies

- PSHE Policy
- RSE Policy
- Harmful Sexualised Behaviour Policy
- E-safety Policy
- KCSiE
- Assessment and recording Policy
- Behaviour policy
- Equality Policy
- Health and safety Policy
- Marking and feedback policy
- Offsite visit policy
- Supporting pupils with medical conditions Policy
- Teaching and Learning policy
- Outdoor Education Policy