

Reffley Academy Social, Emotional and Mental Health (SEMH) SRB (Astra Base) Curriculum overview

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1. Overview of the SEMH SRB curriculum

Pupils are referred to the SEMH Base for a range of social, emotional and mental health needs. As a result, the SEMH SRB curriculum is underpinned by the understanding that emotional regulation, wellbeing and a sense of safety are the foundations for all learning.

The curriculum is designed to:

- Develop pupils' understanding of their emotions, helping them to recognise, express and regulate their feelings in healthy and appropriate ways.
- Foster secure, trusting relationships and provide consistent, nurturing support so that pupils feel safe, valued and ready to engage in learning.
- Teach and model social, emotional and communication skills that enable pupils to build positive relationships, manage conflict and participate successfully in a mainstream school environment where possible.
- Develop the learning behaviours and classroom skills needed to access education successfully.
- Provide pupils with the essential knowledge and skills from the National Curriculum so they can confidently access learning and make progress in their home school.

The curriculum is taught through 4 core strands:

- Social, Emotional and Mental Health
- English (Reading and Writing)
- Maths
- Project and life skills

The curriculum is designed around pupils' interests, strengths and individual needs to create engaging and purposeful learning experiences. As the needs, interests and profiles of pupils change from term to term, the curriculum remains flexible and responsive, adapting to meet the requirements of each cohort. By fostering curiosity, enjoyment and a sense of achievement, pupils are encouraged to engage positively with learning. This engagement provides the foundation for developing the key emotional regulation, communication, social, behavioural and academic skills required to access learning successfully within the SEMH SRB and in their mainstream classroom.

2. Vision and values

Our Vision

At Astra Base, we believe every child deserves to feel safe, understood, and successful. We provide a nurturing and inclusive environment where pupils develop the emotional resilience, confidence, and skills needed to overcome barriers to learning and thrive in education. Through personalised support and strong partnerships with families and schools, we help children achieve their full potential and successfully reintegrate into mainstream education wherever possible.

Our Values

Inclusion and Reintegration

We are committed to keeping children connected to mainstream education. By identifying and removing barriers to learning, we support pupils to build the confidence, independence, and skills needed for a successful return to their home school.

Emotional Regulation and Well-being

We recognise that emotional well-being underpins learning. Through therapeutic approaches and targeted support, we help pupils develop emotional literacy, resilience, and the ability to understand and regulate their emotions.

Safety and Empowerment

We provide a safe, nurturing, and non-judgemental environment where every child feels valued, respected, and heard. By building trusting relationships and encouraging pupil voice, we empower children to make positive choices and believe in their ability to succeed.

Growth and Achievement

We celebrate progress in all its forms, recognising each child's strengths and achievements. We encourage a growth mindset, helping pupils develop confidence, independence, and a positive outlook for the future.

3. What is taught

Curriculum values

We have three core values that we believe are of central importance to our SRB curriculum: -

Cooperation	Respect	Resilience
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We teach pupils how they can use these values to help them when making decisions and determining choices.

Reffley Academy Core Values in the SRB

Cooperation

Cooperation is a key skill that supports learning, relationships and life beyond school.

In the SRB, pupils are taught how to:

- Allow others to learn within the classroom environment
- Ask appropriately for what they need
- Share resources and take turns
- Listen to and value others' contributions
- Work collaboratively with a partner or in a group
- Give and receive praise appropriately
- Celebrate their own learning and the learning of their peers

Respect

Receiving respect from others is essential, as it helps pupils feel safe, valued and able to express themselves appropriately.

In the SRB, pupils are taught how to:

- Listen actively to others
- Wait their turn to speak
- Give and accept praise appropriately
- Use polite language such as "please" and "thank you"
- Accept that others may have different views or ideas
- Respond appropriately when others hold different opinions

Resilience

Resilient individuals are better able to manage everyday challenges, recover from setbacks and regulate their emotions effectively.

In the SRB, pupils are taught how to:

- Recognise and manage fight or flight responses
- Express emotions in calm and appropriate ways
- Use a range of calming and self-regulation strategies
- Communicate feelings in different ways
- Focus on positive aspects of situations and learning

Curriculum delivery

The curriculum is delivered through an informal to formal, layered approach, depending on where pupils are within their SRB journey. This approach enables pupils to access the same learning objective at different levels.

4. SRB Assessment and Marking Overview

Assessment within the SRB is used where appropriate to support children's progress during their time at the SRB. The primary focus for children attending the SEMH SRB is the development of their social, emotional and mental health. Developing their confidence in academic areas is vital. Due to the needs of the children, this is done slowly and purposefully, through encouraging task completion and developing a sense of achievement. When children are ready, assessments are conducted in a way that is appropriate to the individual.

Area	Assessment and Recording Used	
	Astra 1	Astra 2
Baseline	Early Learning Goals	Baseline assessments in reading, writing and mathematics
SEMH Development	Boxall Profile	Boxall Profile
Reading	FFt used as a guided reading programme	FFt used as a guided reading programme
	PM Benchmarking	PM Benchmarking
Phonics & Spelling	- Letters and Sounds Phase 1-4 - Common Exception words - Nessy	- Letters and Sounds Phase 1-4 - Common Exception words - Nessy
Speech and Language	Blanks Questions	Blanks Questions
Mathematics	National curriculum descriptors	National curriculum descriptors
Formative Assessment	Observation, questioning, discussion, practical work and pupil books used to inform assessment.	Observation, questioning, discussion, practical work and pupil books used to inform assessment.
Marking	Learning recorded through task description, date and participation. Evidence includes observations, photos and practical work.	LO and 2 SC grid used each lesson. Pupils and adults tick SC. Adult marking in green pen, with initials and level of support recorded. Pupils draw a face to show how they felt. Letter/number formation corrected and spellings added where appropriate.
Precision Teaching	Assessed daily and used to inform progression	Assessed daily and used to inform progression

