

RMA Curriculum statements 2025 – 2026

Subject	Design and Technology
Key Stages /Years	Key Stage 3 (feeding into a range of vocational Key Stage 4 qualifications)

Intent	Implementation	Impact
KS3 Design & Technology curriculum is ambitious, inclusive and tailored to the needs of pupils with Social, Emotional and Mental Health (SEMH) needs. The intent is to provide a broad and balanced D&T experience that builds technical knowledge, practical competence and creativity while also supporting emotional regulation, resilience and personal development. We aim for pupils to: • Develop secure knowledge of materials, processes, mechanisms, structures, electronics and food technology. • Understand and apply the full design cycle: research,	The curriculum is delivered through carefully sequenced units that build knowledge and skills cumulatively. Teachers use trauma-informed practice, predictable routines and clear modelling to create a safe and structured workshop environment. Key features of implementation: • Sequenced progression: Units revisit and deepen core concepts, ensuring pupils retain and apply prior learning. • Explicit teaching: Teachers model techniques step-by-step, using visual supports, exemplars and guided practice. • Adaptive teaching: Tasks are broken into manageable steps, with scaffolding, sensory adjustments and personalised pathways to meet SEMH needs.	We measure impact through practical outcomes, assessment evidence, engagement data and pupil voice. The impact of the curriculum is seen in: • Secure technical skills: pupils can select and use tools, materials and processes with increasing accuracy and independence. • Understanding of the design process: pupils can plan, make and evaluate products with purpose and creativity. • Improved behaviour and engagement: Practical, hands-on learning supports focus, reduces anxiety and increases participation.

generate ideas, plan, make and evaluate. • Build independence and confidence through hands-on, purposeful learning. • Strengthen self-regulation, communication and problem-solving skills. • Experience success and pride in their work, supporting positive mental health and engagement. • Be prepared for KS4 pathways, vocational routes and life skills. Our curriculum is deliberately structured to remove barriers to learning, reduce anxiety and ensure that all pupils — regardless of starting point — can achieve well.	• Vocabulary and literacy: Technical vocabulary is explicitly taught, displayed and reinforced through practical application. • Safe practice: Pupils are taught safe tool use through repeated routines, risk-aware behaviour and supervised independence. • Practical assessment: Teachers use ongoing formative assessment — including observation, questioning and practical checkpoints — to identify misconceptions and adjust teaching. • Real-world relevance: Projects link to everyday life, independence skills and potential career pathways, increasing engagement and purpose. • Relational practice: Staff use calm, consistent communication and co-regulation strategies to maintain emotional safety and reduce barriers to learning. This approach ensures that pupils build mastery over time while developing the emotional readiness needed to engage successfully.	• Emotional and social development: pupils demonstrate improved resilience, teamwork, communication and self-regulation. • Progress from starting points: pupils make strong progress relative to their individual needs, with clear evidence of skill development over time. • Preparation for next steps: pupils are ready for KS4 qualifications, vocational learning and practical life skills. • Pride and ownership: pupils produce practical and written outcomes and can articulate what they have learned and how they improved. Evidence of impact is in pupils' practical work, sketchbooks, verbal explanations, behaviour in the workshop and their ability to talk confidently about their learning.
Enrichment	Occasional Friday enrichment sessions (4 per year) which pupils opt to participate in.	