



Building a future for young people

# Whole school Curriculum policy

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Ensure that Learning Outside of the Classroom is a central approach to our curriculum delivery
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## 2. Legislation and guidance

This policy reflects the requirements for Independent schools and academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 3. Roles and responsibilities

### 3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as Functional Skills, Technical Awards and GCSEs are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Each member of the education team take responsibility and are leaders of key curriculum areas, including the curriculum that is carried out by The Agricultural and Rural Centre CIC and other Alternative providers.

## 4. Organisation and planning

Meadows school offers all pupils a broad and balanced curriculum that is sequenced to meet pupils individual needs and ambitions. The curriculum is designed and delivered through a thematic approach. The curriculum is adapted in an innovative way using a Trauma sensitive approach to develop lively, imaginative and enquiring minds. Our curriculum is designed to support our pupils to build the skills that are a struggle for them, and include them in the process. This includes pupils being given the opportunity of working outside of the classroom where possible, to ensure an in-depth approach to learning. The curriculum puts the health and well-being of the staff and pupils at the core of our learning. *“Understanding trauma is not just about acquiring knowledge. It's about changing the way you view the world”. (Dr Sandra Bloom 2007).*

All pupils have a timetable that includes Core (Mathematics, English, Science and Physical Education) and None Core subjects (Humanities, PSHE, Relationships and sex education, Citizenship, Animal care and plant care. All subjects are supported by

- Spiritual, moral, social and cultural development
- British values
- Careers guidance and employability.

The curriculum is planned over a twelve-month attainment map that fits into the National curriculum for Key stage 3 and 4. The curriculum is supported by the comprehensive resources available through the use of Links4life, Agricultural and Rural Centre CIC and other community venues and Alternative provisions.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that pupils with SEN can study a range of National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers are trained to deliver lessons through a trauma sensitive approach to take into account the impact of traumatic experiences on students and how these affect their educational experiences.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits and visits to the Agricultural and Rural Centre CIC.
- Meetings with pupils and staff.
- Headteacher reports.
- Information sessions.

Curriculum leaders monitor the way their subject is taught throughout the school and at The Agricultural and Rural Centre CIC by:

- Work scrutinies.
- Learning walks.
- Moderation meetings
- CPD sessions.

- Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher. At every review, the policy will be shared with the full governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Admissions policy
- Assessment policy
- Non-examination assessment policy
- SEN and Disability policy.