POLICY TITLE:	**Curriculum**
Policy Number:	ECS 31
Applies to:	Schools & Colleges: England, Wales, Scotland
Version Number:	03
Date of Issue:	05/11/2020
Date of Review:	31/08/2021
Author:	Quality Improvement Leads
Ratified by:	Stephanie Rickson, Divisional Policy Lead
Responsible signatory:	Bonny Anderson, Director for Quality Assurance & Improvement
Outcome:	All students that are part of Priory Education and Children's Services will have access to a curriculum that gives them an opportunity to achieve to the best of their abilities, ensures equality of opportunity and addresses their special needs. Staff will follow local procedures and guidelines to ensure best practice.
Cross Reference:	ECS14 Health and Safety Responsibilities ECS20 Relationships and Sex Education ECS26 Equality of Opportunity including English as an additional language) ESS30 Assessment for Learning ECS32 Teaching and Learning ECS33 Special Educational Needs ECS34 Spiritual, Moral, Social and Cultural Development and Community Cohesion

EQUALITY AND DIVERSITY STATEMENT

Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email LegalandComplianceHelpdesk@priorygroup.com

Curriculum

1 INTRODUCTION

1.1 In order to effectively implement this policy, each Education and Children's Services facility will have local procedures in place, which explain how this policy is applied and put into practice at site level.

1.2 Template **ECS LP:31** is provided for this purpose and includes a key content checklist.

1.3 This policy should be used in conjunction with the related policies listed on the preceding page where applicable.

2 AIMS

2.1 The curriculum aims to provide outstanding learning experiences and build resilience in order to prepare children and young people for the next stage in their life.

2.2 Each school and college provides a broad, balanced and relevant curriculum with reference to the Independent School Standards which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, with reference to the National Curriculum as appropriate. The curriculum will provide opportunities to support the development of personal, social emotional, communication and life skills. This will be supported by therapeutic input where appropriate.

2.3 The curriculum will support high aspirations and expectations building clear progression pathways.

2.4 Each school and college will offer recognised qualifications and students will be encouraged to take externally-accredited courses leading to recognised qualifications commensurate with their academic ability and attainment.

2.5 Relationships and sex education is an integral part of PSHE and is taught in line with DfE guidance, tailored to meet students' needs and ages (see policy ES35). Each school and college where applicable has a detailed procedure and schemes of work setting out how PSHE is taught to meet the particular needs of its students. Citizenship and religious education are taught in line with statutory requirements and detailed schemes of work are written for each school.

2.6 Opportunities for work-related learning are provided as appropriate. Careers education and independent careers guidance is provided in line with the Independent School Standards and current DfE guidance.

2.7 At post-16 the curriculum will focus on preparation for adult life and will include individual programmes designed to enable students to continue academic study in line with their abilities and prior attainment, as well opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training or employment.

3 ROLES AND RESPONSIBILITIES AND IMPLEMENTATION

3.1 Each school and college will take responsibility to design its own curriculum and local procedures to meet the needs of its children and young people.

3.2 All aspects and subjects within the curriculum are carefully planned. For all subjects each school and college will have their own subject policies and schemes of work which give details of intent and implementation, short, medium and long term planning, teaching strategies and resources, assessment arrangements, and safety considerations.

3.3 Each school and college will undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.

3.4 Each school and college will review the curriculum regularly to ensure it is up to date, in line with national developments and requirements and continues to meet the children and young people's needs. Reports regarding the impact of the curriculum will be provided to governors at the termly governance meeting

3.5 Subject co-ordinators have responsibility within their schools and colleges to monitor and evaluate the teaching and students' outcomes within their subjects, and the contribution the subject makes to the whole school/college curriculum. In this role, they identify development priorities and contribute to wider school/college improvement.

3.6 The governors will ensure that the curriculum policy is implemented, reviewed and monitored effectively.

4 REFERENCES

4.1 The National Curriculum in England (DfE)
The Curriculum for Excellence - Education Scotland
Curriculum for Wales 2022 – Welsh Government
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012
DfE (2018) Careers Guidance and Access for Education and Training Providers: Statutory guidance for governing bodies, school leaders and school staff
DfE Policy statement (March 2017): Relationships education, relationships and sex education, and personal, social, health and economic education

Associated Forms:
ECS LP 31 Curriculum