

<b>POLICY TITLE:</b>	<b>Curriculum</b>
<b>Policy Number:</b>	ECS 31
<b>Applies to:</b>	Schools & Colleges: England, Wales, Scotland
<b>Version Number:</b>	01
<b>Date of Issue:</b>	27/07/2018
<b>Date of Review:</b>	20/10/2019
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<b>Outcome:</b>	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.
<b>Cross Reference:</b>	ECS34 <b>Spiritual, moral, social, cultural development and Community cohesion</b> ECS32 <b>Teaching and Learning</b> ESS30 <b>Assessment</b> ECS15 Health and Safety (educational settings) ECS35 Sex and Relationships Education ECS33 <b>Special Educational Needs</b> ECS26 Equality of Opportunity including English as an additional language)
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
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, e-mail [RARHelpdesk@priorygroup.com](mailto:RARHelpdesk@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 where necessary, 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 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 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 Sex and relationships 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 has a detailed policy 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 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 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 will have their own subject policy and scheme of work which gives details of short, medium and long term planning, teaching strategies and resources, assessment arrangements, and safety considerations.

- 3.3 Each school will undertake baseline and ongoing assessments to ensure that the curriculum remains relevant and supports progression.
- 3.4 Each school 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.
- 3.5 Subject co-ordinators have responsibility within their schools to monitor and evaluate the teaching and students' outcomes within their subjects, and the contribution the subject makes to the whole school curriculum. In this role, they identify development priorities and contribute to wider school improvement.
- 3.6 The governors will ensure that the curriculum policy is implemented and monitored effectively.

#### **4 REFERENCES**

- 4.1 The National Curriculum in England (DfE)  
The Education (Independent School Standards) (England) Regulations 2010 as amended 2012  
DfE statutory guidance (March 2015) – Careers guidance provision for young people in schools

#### **Associated Forms:**

Local Procedure template [ECS LP 31 Curriculum](#)