

Curriculum Policy 2026-2027

Approved by: Greg Holden (Principal)

Date: September 2026

Review date: September 2027

Contents

1. Curriculum aims
2. Legislation and guidance
3. Roles and responsibilities
4. Organisation and planning
5. Inclusion
6. Monitoring arrangements
7. Links with other policies

1. Curriculum aims

Our curriculum aims/intends to:

Insert the aims/intention of your curriculum here – for example, 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

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

Aims specific to secondary schools could include to:

Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals

Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

Schools with early years provision may also wish to refer to this specifically – for example, to:

Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

Insert your school values here, as well as how they are met by your curriculum – for example:

Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working

Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

2. Legislation and guidance

Maintained schools insert:

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

Academies, including free schools, that follow the National Curriculum insert:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

Academies, including free schools, that do not follow the National Curriculum insert:

This policy reflects the requirements for 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](#).

All academies, including free schools, add/amend if applicable:

This policy complies with our funding agreement and articles of association.

All schools with early years provision add:

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board 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

Maintained schools only: Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

Academies, including free schools, only (amend as necessary): The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, 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)

Secondary schools only: All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, 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

Maintained schools only: It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Maintained secondary schools, and secondary academies (including free schools) where offering careers guidance is a condition of your funding agreement: Pupils from year 7 onwards 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 board

Maintained schools only: Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board 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.

You may want to add further information here about the main duties of individual staff members who have specific responsibility for the curriculum, such as heads of department, or Key Stage or curriculum leaders.

4. Organisation and planning

Explain how the curriculum is organised and delivered in your school. You may want to include details of:

Your curriculum approach – for example, thematic, creative

How your curriculum suits local needs, including how you adapt the National Curriculum/subjects required by your funding agreement, and other statutory requirements, to suit your local context

How subjects are designed, delivered and sequenced (refer to any subject policies that you may have)

How your curriculum covers the following, making reference to separate school policies on these where relevant:

- Relationships and health education (primary schools)
- Relationships and sex education, and health education (secondary schools)
- Spiritual, moral, social and cultural development
- British values
- Careers guidance (secondary schools only)

Short, medium and long-term planning expectations

What resources are available to support curriculum delivery

Schools with early years provision should also add:

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

The following text is a suggestion for maintained schools, based on the [National Curriculum inclusion statement](#). Maintained schools should adapt this as necessary to suit their context, being careful to comply with the National Curriculum inclusion statement.

Academies should set out their own approach to inclusion here; you may wish to adapt the text below if it suits your context. When explaining your approach, consider how your school responds to pupils' needs and overcomes potential barriers to learning for individuals and groups of pupils – including those with SEN, disabilities, English as an additional language, particularly high attainment, low prior attainment and/or disadvantaged backgrounds.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

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

List the methods used in your school, such as school visits, meetings with the school council, etc.

Academies insert: Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

List the methods used in your school, such as school visits, meetings with the school council, etc.

All schools continue with:

[Heads of department/subject leaders/curriculum leaders] monitor the way their subject is taught throughout the school by:

List the methods used in your school, such as planning scrutinies, learning walks, book scrutinies, etc.

[Heads of department/subject leaders/curriculum leaders] also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every [frequency] by [the headteacher/job title of staff member/governor name or role/committee name]. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

Schools with early years provision only: EYFS policy

Assessment policy

Non-examination assessment policy

SEN policy and information report

Equality information and objectives

Delete any policies from this list that do not apply in your setting, and add any other linked policies that you have – for example, pupil premium, more able (or gifted and talented), relationships and sex education.