

CURRICULUM

POLICY

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Policy Control/Monitoring

Version:	1.0
Approved by: (Name/Position in Organisation)	John Steward Deputy Chief Executive Officer
Date:	
Accountability: (Name/Position in Organisation)	Barry Reed
Author of policy: (Name/Position in organisation)	Barry Reed
Date issued:	May 2022
Revision Cycle:	Every two years
Revised (Date):	May 2024
Target audience:	All Education services staff with direct contact with children and young people.
Amendments/additions	
Replaces/supersedes:	

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Associated Policies: (insert hyperlinks)	
Associated National Guidance	
Document status	This document is controlled electronically and shall be deemed an uncontrolled documented if printed. The document can only be classed as 'Live' on the date of print.

Equality Impact Assessment

This document forms part of Percy Hedley’s commitment to create a positive culture of respect for all staff and service users. The intention is to identify, remove or minimise discriminatory practice in relation to the protected characteristics (race, disability, gender, sexual orientation, age, religious or other belief, marriage and civil partnership, gender reassignment and pregnancy and maternity), as well as to promote positive practice and value the diversity of all individuals and communities. As part of its development this document and its impact on equality has been analysed and no detriment identified.

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Version Control Tracker

Version Number	Date	Author/ Title	Status	Comment/Reason for Issue/Approving Body
1	May 2022	Barry Reed	Final	

Roles & Responsibilities

The following roles will have specific areas of responsibility for this policy:-
(add/delete as appropriate)

Role	Responsibility
Heads of education services	To ensure the appropriate deployment of this Policy and to ensure that this policy is kept up to date in accordance with current regulations, legislation and guidance.

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1. Introduction

In order to effectively implement this policy, each PHF education service will have local procedures in place, which explain how this Policy is applied and put in to practice at each service.

2. Aims

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

Each school and college provide a broad, balanced and relevant curriculum with reference to the Independent School Standards which give pupils excellence 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 the therapeutic input where appropriate.

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

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

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

Opportunities for work related learning are provided as appropriate. Careers information, education advice and guidance is provided in line with the Independent Schools Standards and current DfE guidance.

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 attainment, as well as opportunities for vocational education and emphasis on preparation for independent living and moving on to further education, training or employment.

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3. Roles and responsibilities and implementation

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.

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

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

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 peoples needs. Reports regarding the impact of the national curriculum will be provided to governors at the termly governance meeting.

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

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

4. References

The National Curriculum in England (DfE)
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

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5. Monitoring and Compliance

Overall responsibility for the operation of the policy lies with the Head's of Education Services. The effectiveness of the policy will be formally reviewed and monitored as a minimum every two years, to ensure that it continues to meet the requirements of The Foundation, the specific service area and that it reflects best practice and statutory legislation as appropriate.

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