



**EVERYTHING
EDUCATION**

CURRICULUM POLICY

2026-2027

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Policy Summary

Everything Education School provides a broad, balanced and inclusive secondary curriculum for pupils aged 11-16. The curriculum is ambitious for all pupils, including those with education, health and care (EHC) plans, and is designed to support academic progress, personal development, preparation for adulthood and successful progression to post-16 education, employment or training.

1.0 Purpose and Scope

This policy sets out the school's overall approach to curriculum design, implementation and review. It is supported by subject curriculum plans, schemes of work, assessment arrangements and individual planning for pupils whose needs require additional or different provision.

2.0 Legal and Regulatory Framework

The curriculum is planned and implemented with regard to the Education (Independent School Standards) Regulations 2014, as amended, and the Department for Education Independent School Standards guidance updated in April 2026. In particular, the school maintains a written curriculum policy, plans and schemes of work that take account of pupils' ages, aptitudes and needs, including pupils with EHC plans, and that do not undermine fundamental British values.

The school also has regard, where relevant, to the Equality Act 2010, the Children and Families Act 2014 and SEND Code of Practice, the statutory Relationships, Sex and Health Education guidance in force from 1 September 2026, and current requirements relating to careers guidance and preparation for adulthood.

3.0 Curriculum Vision and Guiding Principles

Our curriculum equips pupils to flourish academically, personally and socially. It is underpinned by three core values: Educational Excellence, Character Development and Service to Communities.

- Ambition for All - high expectations for every pupil, including those with SEND.
- Sequenced Learning - knowledge and skills build progressively across Key Stages 3 and 4.
- Cross-Curricular Coherence - literacy, numeracy, digital literacy, British values and cultural capital are developed across subjects.
- Real-World Application - learning is connected to authentic contexts, current issues and future pathways.
- Personal Growth - pupils develop independence, resilience, collaboration, creativity and leadership.

4.0 Curriculum Entitlement and Breadth

Pupils receive a curriculum that gives experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. English, mathematics and science are central to the academic core, with wider subjects and enrichment providing breadth, cultural capital and preparation for life in modern Britain.

5.0 Curriculum Structure and Subject Contributions

The curriculum is planned from each pupil's starting point and intended length of placement. For longer placements, pupils follow a coherent Key Stage 3 or Key Stage 4 pathway. For shorter commissioned placements, the school prioritises continuity in core subjects, identified gaps, personal development and transition back to school or onward provision.

5.1 Key Stage 3

At Key Stage 3, pupils build secure foundations in English, mathematics and science alongside humanities, creative and practical learning, physical education and PSHE/RSE. Teaching is sequenced so that pupils develop the knowledge, vocabulary and disciplinary habits required for Key Stage 4.

5.2 Key Stage 4

At Key Stage 4, pupils follow personalised pathways appropriate to prior attainment, need and intended destination. The school provides access to GCSE core subjects and suitable option or vocational learning where appropriate. Functional Skills or other suitable qualifications may be used where this better reflects a pupil's starting point and pathway, without lowering ambition.

5.3 Subject Contributions

- English - develops confident communication, reading, writing, speaking and listening; promotes critical reading, empathy and cultural awareness.
- Mathematics - develops fluency, reasoning and problem-solving and applies mathematics to real-life and cross-curricular contexts.
- Science - develops scientific knowledge, enquiry and analysis across biology, chemistry and physics, including health, climate, biodiversity and technology.
- Geography - develops spatial awareness, fieldwork and data skills and explores environmental change, globalisation and cultural diversity.
- History - develops chronological understanding, source evaluation, debate and informed reflection on British and global history.

5.3 Subject Contributions (continued)

- Art and Design - develops creativity, visual literacy, self-expression, confidence and cultural understanding through diverse media.
- Design and Technology - develops practical problem-solving, technical knowledge, design thinking and responsible use of materials and technology.
- Physical Education - promotes health, fitness, teamwork, leadership, resilience and lifelong participation in physical activity.
- PSHE and RSE - develops knowledge and understanding of relationships, health, safety, finance, digital life, citizenship and preparation for adulthood.
- Careers Education - supports pupils to understand pathways, labour market opportunities, education and training routes, and their own strengths and aspirations.

5.4 Curriculum Adaptation for Placement Length

Where a pupil attends for a short or part-time placement, the curriculum is prioritised in consultation with the commissioner, home school or local authority as appropriate. The school seeks to avoid unnecessary duplication, maintain continuity and ensure that progress, attendance, behaviour and safeguarding information can support reintegration or onward transition.

5.5 Learning Beyond the Classroom

Educational visits, local facilities, sport, community activities and carefully planned experiences are used to deepen learning, improve engagement and broaden pupils' horizons. These activities are linked to curriculum intent, safeguarding and risk assessment procedures.

6.0 Inclusion, SEND and Reasonable Adjustments

The curriculum is ambitious and accessible for pupils with SEND. Teachers use adaptive teaching, scaffolded tasks, visual supports, structured routines, sensory approaches, assistive technology and alternative ways for pupils to demonstrate learning. Individual targets and EHC plan outcomes inform planning without replacing entitlement to a broad curriculum.

The SENCO works with teachers and leaders to ensure that provision, assessment and curriculum access are appropriate. Reasonable adjustments are considered in accordance with the Equality Act 2010. Where a pupil cannot access an element of the planned curriculum, leaders identify an appropriate alternative while maintaining progression and ambition.

7.0 Literacy, Numeracy, Reading and Digital Literacy

- Literacy - explicit teaching of vocabulary, reading, writing and oracy across subjects.
- Reading - baseline assessment, targeted intervention and purposeful reading across the curriculum.
- Numeracy - application of mathematical knowledge across science, geography, design, PE and financial education.
- Digital literacy - safe, critical and creative use of technology, including online safety and responsible engagement with emerging technologies.

8.0 PSHE, RSE, SMSC and British Values

PSHE and RSE are planned as an integral part of the curriculum and reflect the statutory guidance in force from September 2026. Teaching is age-appropriate, inclusive and responsive to pupils' needs, with safeguarding at its core. Content includes healthy and respectful relationships, consent, online safety, physical and mental health, risk, exploitation, financial capability and preparation for adult life.

Spiritual, moral, social and cultural development is promoted across the curriculum. Pupils are encouraged to understand and respect democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Curriculum materials are chosen to promote respect for protected characteristics and to avoid partisan political teaching.

9.0 Careers Education and Preparation for Adulthood

All secondary pupils have access to accurate, up-to-date careers guidance presented impartially so that they can make informed choices and fulfil their potential. Careers learning begins in Key Stage 3 and becomes increasingly personalised in Key Stage 4.

- Careers and aspirations activities linked to curriculum subjects and local labour market opportunities.
- Individual guidance and transition planning for pupils approaching post-16 choices.
- Encounters with employers, education and training providers, and suitable workplace experiences where feasible and safe.
- Support for applications, interviews, employability skills and understanding of vocational, academic and apprenticeship routes.
- Use of the updated Gatsby Benchmarks as a good-practice framework where appropriate to the school's context.

10.0 Assessment, Intervention and Progress

Assessment is integral to curriculum implementation. Baseline information, formative assessment, subject assessments and external examination preparation are used to identify what pupils know, understand and can do, and to plan next steps. Assessment arrangements are set out in the school's Assessment Policy.

Where pupils have gaps in learning, targeted interventions are provided in literacy, numeracy and core subjects. The school may also provide one-to-one work, small-group teaching, reading intervention, speech and language-informed support, revision and examination preparation according to individual need and placement arrangements.

Curriculum impact is evaluated through progress and attainment, engagement, attendance, behaviour, pupil voice, successful transitions, participation in enrichment and readiness for future education, employment and adulthood.

11.0 Enrichment, Therapeutic Curriculum and Community

Enrichment is used to extend pupils' knowledge, interests, character and cultural capital. Examples include careers and aspirations days, literacy and numeracy events, anti-bullying and online-safety learning, educational visits, sport, creative activities and community-linked projects.

Break and lunchtime are treated as purposeful parts of the school day. Structured opportunities such as table tennis, chess, board games, basketball, creative activities and problem-solving support social communication, emotional regulation, teamwork and positive relationships.

Therapeutic and regulation strategies may be embedded within daily routines where appropriate. These can include mindfulness, creative expression, movement, structured social interaction and individual support. Such approaches complement, rather than replace, high-quality teaching.

12.0 Leadership, Quality Assurance and Review

- The Headteacher and proprietors ensure that the curriculum policy, plans and schemes of work are in place and implemented effectively.
- Subject leaders and teachers ensure appropriate sequencing, subject knowledge, assessment and adaptation.
- The SENCO supports accessibility, SEND provision and reasonable adjustments.
- Leaders review curriculum quality through planning scrutiny, lesson visits, work review, assessment information, pupil voice and staff discussion.
- The curriculum is reviewed annually and sooner where statutory guidance, pupil needs or school arrangements change.

Appendix 1 - Curriculum Implementation Summary

Area	Core expectation	Evidence / monitoring
Curriculum breadth	Broad and balanced entitlement across required areas	Policy, schemes of work, timetables
SEND and access	Ambitious curriculum with reasonable adjustments	EHCP outcomes, pupil profiles, lesson planning
Assessment	Continuous assessment informs teaching and intervention	Assessment records, progress meetings
Personal development	PSHE/RSE, SMSC, British values and enrichment	Curriculum plans, pupil voice, records
Careers	Impartial guidance and preparation for post-16 pathways	Careers programme, guidance records, destinations
Quality assurance	Leaders review implementation and impact	Monitoring records, action plans, annual review