



Curriculum Aims Policy ESNE26

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1. Introduction

As an Independent School, King Edwin School upholds the Independent School Standards (ISS, 2019) and prepares for the forthcoming Ofsted Education Inspection Framework (EIF, November 2025).

All our pupils are referred by local authority SEN departments and hold an Education, Health and Care Plan (EHCP). Many are in care, and we are committed to providing a personalised, inclusive, and aspirational curriculum that equips every learner with academic, vocational, and life skills for success in school, further education, and beyond.

2. Our Vision

We recognise that every student is an individual with unique needs, strengths, and aspirations. Our curriculum is:

- Flexible and adaptive, delivered through multiple models including external partners.
- Designed to offer both academic qualifications and vocational pathways, ensuring breadth and choice.
- Supported by annual curriculum reviews to maintain relevance, compliance, and ambition.
- Balanced with a strong emphasis on personal development, including mental health, wellbeing, digital literacy, and resilience.

3. Our Values

Our four core values, embedded across school life, remain:

- Resilience – the ability to keep trying, adapt, and recover from setbacks.
- Growth Mindset – recognising that effort, time, and mistakes are essential to learning.
- Kindness & Respect – showing care for self, others, property, animals, and community.
- Personal Responsibility – taking ownership of actions, progress, and futures.

4. Curriculum Intent

- Core Subjects (English, Maths, Science) are set and overseen by SLT and subject leads, with progression expectations defined in non-negotiables.
- Other Subjects follow the national curriculum as a baseline but are adapted to meet student needs, build local knowledge, and enrich cultural capital.
- Curriculum planning is structured through subject route maps, medium-term plans, and lesson planning adapted to individual EHCP needs.

- Assessment is continuous, identifying independent learning versus supported work, and guiding interventions.

- Curriculum is reviewed against Ofsted's EIF (2025), ensuring strength across:

- Quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management
- Inclusion and safeguarding

5. Types of Provision

- **KS1:** Literacy at the core; emphasis on growth mindset, resilience, and communication.

- **KS2:** Broad, practical, and academic learning with wide subject exposure before GCSE/vocational options.

- **KS3/4:** Range of GCSEs, functional skills, vocational subjects, PE, DofE, and wider enrichment with student choice in curriculum.

- Additional/Extended Provision: Bespoke pathways (motor vehicles, construction, animal care, re-engagement programmes) for disengaged learners.

6. English, Mathematics, and ICT

We adopt the Government's commitment to functional English, mathematics, and ICT as core life skills. Provision includes:

- GCSE and functional skills pathways.
- Diagnostic assessment to establish baselines and plan progression.
- Targeted interventions where progress stalls.

7. SMSC, PSHE and RSHE

SMSC

Delivered across the curriculum and overseen by a coordinator, SMSC promotes:

- Self-knowledge, confidence, and esteem.

- Teamwork, communication, and respect.
- Understanding of democracy, law, tolerance, and diversity.
- Combating discrimination in all forms.

PSHE and RSHE (updated in line with DfE July 2025 Guidance, statutory Sept 2026)
Our PSHE and RSHE provision is:

- Inclusive and personalised, responsive to emerging needs.
- Overseen by group tutors, strategic leads, and heads of school.
- Updated to cover new statutory requirements including:
 - Online harms, digital safety, and online misogyny.
 - Artificial intelligence, deepfakes, and fake social media accounts.
 - Sexual ethics, respect, and healthy relationships.
- Delivered transparently, with:
 - Parental access to all teaching materials.
 - Clear communication about RSHE content.
 - Respect for parental withdrawal rights from sex education, in line with statutory guidance.

8. Personal Development, Inclusion and Wellbeing

In line with Ofsted's EIF (2025), the curriculum supports:

- Character development, resilience, and independence.
- Mental health awareness, emotional regulation, and wellbeing.
- Respect for democracy, rights, and responsibilities.
- Digital citizenship, equipping learners to navigate modern online environments safely.
- Preparation for next steps in education, training, and life.

9. Summary

King Edwin School provides a broad, balanced, and inclusive curriculum, compliant with ISS (2019), aligned with DfE statutory requirements (including RSHE July 2025 guidance), and reflective of the Ofsted EIF (2025).

Through academic, vocational, and wider curriculum opportunities, we prepare all learners to become confident, capable, caring citizens who are well equipped for life and their next steps.