



Curriculum Policy

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**Shaw
Education
Trust**

Opening doors
to the world



• through the
power of learning



1. Aims

The curriculum is the means by which schools and academies achieve the objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value the way in which all children are unique, and our curriculum promotes respect for the views of each child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

Each academy will have its own unique curriculum focusing on local, cultural and/or specialist areas that define the school and meet the needs of the learners. Each academy within the Trust will implement their own curriculum to meet the needs of their pupils and which incorporates the values of the Trust and their own Mission Statement. However, all academies must ensure that they incorporate the curriculum aims of the Trust.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- 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 and ensure they have an understanding of British values and how they can contribute positively to society.
- Ensure pupils have an understanding of possible extreme views and ideology that might lead to terrorist activity and how to safeguard themselves against this (The Prevent Strategy)
- Ensure that pupils have the information to make informed life-style choices and can express themselves without cultural bias and prejudice.
- 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, with high expectations for every pupil and appropriate levels of challenge and support.
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals.
- Develop pupils' independent learning skills and resilience, to equip them for their next steps. For example, readiness for key stage moves or entry into further/higher education and employment.

2. Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). The Department for Education (DfE) model funding agreement for academy's and free schools outlines in paragraph 2.41 that:

“The curriculum is the responsibility of the academy trust. The Academy Trust must ensure that the curriculum provided to pupils up to the age of 16 is balanced and broadly based, and includes English, mathematics, science and (subject to the provisions in clause 2.49) religious education. “

Shaw Education Trust academies must teach, according to sections 2.41 to 2.54 of the DfE's model funding agreement and as agreed in the [Trust's funding agreement](#).

English, maths and science – an academy must provide a curriculum that includes English, maths and science to pupils until age 16.

Religious education (RE) – academies must teach RE and provide a daily act of collective worship. The requirements for teaching RE and acts of daily collective worship vary depending on whether the academy has a designated religious character.

Careers guidance – academies must secure access to independent and impartial careers guidance for pupils in years 8 to 13.

In addition, the funding agreement sets out the following general curriculum requirements that apply to academies:

- Views or theories that are contrary to established scientific or historical evidence and explanations cannot be taught as evidence-based.
- Evolution must be taught as a "comprehensive, coherent and extensively evidenced theory".
- Political issues must be handled in a balanced way.





- British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, must be actively promoted.
- Principles that support equality of opportunity for all must be promoted.

Academies must also reflect 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.

3. Roles and Responsibilities

3.1 The Board of Trustees

The Board of Trustees has delegated the responsibility for monitoring the way in which the curriculum is implemented within each entity to the Executive Leadership Team and the Academy Councils.

3.2 Executive Leadership Team (ELT)

The ELT are responsible for monitoring the effectiveness of the curriculum in all schools and academies within the Trust.

3.3 The Academy Council

The Academy Council will monitor the effectiveness of this policy and hold the headteacher/principal to account for its implementation.

The Academy Council will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, 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).
- 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.
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.4 Headteacher or Principal

The headteacher/principal is responsible for developing and delivering the curriculum and ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school/academy chooses to offer, have aims and objectives which reflect the aims of the school/academy and indicate how the needs of individual pupils will be met.
- The amount of time and resource provided for teaching the required elements of the curriculum is adequate.
- They manage requests to withdraw children from curriculum subjects, where fit and appropriate.
- The school's procedures for assessment meet all legal requirements.
- The Academy Council is fully involved in decision-making processes that relate.
- To the breadth and balance of the curriculum.
- The Academy Council is advised on wholeschool targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.5 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Staff with responsibility for aspects of the curriculum should monitor and evaluate the effectiveness of the curriculum on pupils' understanding and development and make adjustments accordingly. They are also responsible for leading moderation of their subject ensuring that all children are provided with equal opportunity to experience the best learning experiences possible.





4. Links with other policies

This policy will be monitored as part of the Trust's annual internal review and reviewed on a three year cycle or as required by legislature changes.

This policy links to the following policies and procedures:

- Shaw Education Trust Assessment Policy
- Equality Objectives
- Sex Education Policy
- EYFS Compliance Policy
- SEND Policy and information report
- Remote Learning Policy



Opportunity



Integrity



Community



Equity



Working together to inspire communities where every school
is valued, every voice matters and every learner thrives.



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