



**TRUST EDUCATION GROUP**

## **Trust Education Group Ltd**

### **Curriculum Policy**

#### **Policy Statement**

Trust-Education Group Ltd is committed to providing a broad, balanced, ambitious and personalised curriculum that enables every pupil to achieve academically, develop socially and emotionally, and successfully prepare for adulthood. As an independent specialist setting supporting pupils with social, emotional and mental health needs, the curriculum is designed to remove barriers to learning, restore confidence, promote engagement and ensure that all pupils experience success.

The curriculum reflects the school's commitment to high expectations, inclusion, safeguarding, personal development and preparation for life in modern Britain. It is founded upon the belief that every pupil possesses strengths, talents and potential which can flourish when supported through a therapeutic, structured and nurturing educational environment.

This policy sets out the principles, aims, design, implementation and evaluation of the curriculum at Trust-Education Group Ltd. It demonstrates how the school fulfils its statutory responsibilities under the Education Act, the Independent School Standards Regulations, the Equality Act, the SEND Code of Practice and all relevant Department for Education guidance.

#### **Related Policies and Documents**

This policy should be read in conjunction with all statutory and operational policies of Trust-Education Group Ltd. Together these documents ensure a coherent approach to educational provision, safeguarding, inclusion, personal development and school improvement.

#### **Vision**

Trust-Education Group Ltd seeks to transform educational experiences for young people who have often experienced disruption, exclusion, trauma, adversity or barriers to learning. The school recognises that many pupils arrive having developed negative perceptions of education and limited confidence in their own abilities. Through carefully

planned educational provision, therapeutic support and positive relationships, pupils are supported to re-engage with learning and develop the knowledge, skills and confidence necessary to thrive.

The vision of the school is to create a learning community where pupils feel safe, valued and understood. Learning is viewed not simply as the acquisition of knowledge but as a process through which young people develop resilience, independence, self-belief and aspiration.

The school strives to ensure that pupils leave with meaningful qualifications, employability skills, positive destinations and the emotional resilience required to participate successfully in society. Educational success is measured not only through examination outcomes but also through personal growth, improved attendance, enhanced wellbeing, increased engagement and successful transitions into further education, employment or training.

### **Curriculum Intent**

The curriculum has been carefully designed to meet the complex and diverse needs of pupils with social, emotional and mental health needs while maintaining ambition and high expectations for all learners.

The curriculum seeks to develop pupils who are literate, numerate, knowledgeable, articulate, emotionally resilient and socially responsible. It provides opportunities for academic achievement, vocational development, personal growth and therapeutic intervention within a coherent framework that promotes lifelong learning.

The curriculum is intended to ensure that pupils acquire substantial knowledge across a range of subjects and disciplines. Learning is sequenced to enable pupils to build upon prior knowledge, develop understanding over time and apply learning within a variety of contexts. Subject content is selected carefully to ensure relevance, challenge and accessibility whilst maintaining fidelity to national expectations.

Particular emphasis is placed upon communication, literacy, numeracy, emotional regulation, employability, independence and preparation for adulthood. These themes are embedded throughout the curriculum and reflected in classroom practice, enrichment activities, vocational programmes and therapeutic interventions.

The curriculum seeks to overcome educational disadvantage through personalised planning, targeted intervention and adaptive teaching. Staff recognise that pupils may begin their educational journey from different starting points and therefore require

varying levels of support, challenge and intervention. Curriculum planning reflects these differences while maintaining a commitment to equality of opportunity.

The school aims to foster curiosity, creativity and critical thinking. Pupils are encouraged to ask questions, explore ideas, evaluate evidence and develop informed opinions. Through this approach they become increasingly independent learners capable of making positive decisions and contributing meaningfully to society.

### **Curriculum Philosophy**

The curriculum is underpinned by a philosophy that recognises the interconnected nature of learning, wellbeing and personal development. Educational progress cannot be separated from emotional wellbeing and therefore the curriculum incorporates therapeutic principles throughout all aspects of school life.

The school recognises that behaviour is often a form of communication and that pupils may require support to develop emotional literacy, self-awareness and regulation skills. Curriculum delivery therefore reflects trauma-informed practice and relationship-based approaches which support engagement and learning.

Learning experiences are designed to be meaningful, relevant and appropriately challenging. Staff understand that pupils are more likely to engage successfully when learning connects to their interests, aspirations and future ambitions. As a result, academic, vocational and enrichment opportunities are integrated to provide a curriculum that is both rigorous and relevant.

The curriculum promotes inclusion by ensuring that all pupils have access to learning opportunities regardless of background, ability, need, protected characteristic or previous educational experience. Diversity is celebrated and represented throughout curriculum content, resources and experiences.

The school believes that education should prepare pupils for active participation in modern British society. Pupils are therefore supported to develop respect, empathy, responsibility and an understanding of democratic values, equality and human rights. These principles permeate all aspects of curriculum planning and delivery.

### **Curriculum Aims**

The curriculum aims to provide all pupils with access to a broad and balanced education that promotes academic achievement, personal development and preparation for adulthood.

The curriculum aims to develop confident readers, writers and communicators who can engage successfully with education, employment and everyday life.

The curriculum aims to strengthen mathematical understanding and practical numeracy skills that support independence and future participation in society.

The curriculum aims to promote scientific understanding and encourage curiosity about the natural and physical world.

The curriculum aims to provide opportunities for creative expression through artistic, practical and vocational experiences.

The curriculum aims to develop emotional literacy, resilience, self-regulation and positive mental wellbeing.

The curriculum aims to promote physical health and wellbeing through regular participation in sport, physical activity and healthy lifestyle education.

The curriculum aims to prepare pupils for successful transition into further education, apprenticeships, employment and independent living.

The curriculum aims to develop understanding of diversity, equality, citizenship and social responsibility.

The curriculum aims to ensure that all pupils leave school with qualifications, skills, knowledge and experiences that enable them to achieve positive destinations and long-term success.

## **Regulatory Framework**

Trust-Education Group Ltd delivers its curriculum in accordance with all relevant legislation, statutory guidance and regulatory requirements applicable to independent schools.

The curriculum reflects the requirements of the Education Act and ensures that pupils receive a full-time supervised education appropriate to their age, aptitude and individual needs.

The curriculum meets the requirements of Part One of the Education (Independent School Standards) Regulations relating to the quality of education provided. The school ensures that suitable programmes of study are implemented effectively and that pupils acquire speaking, listening, literacy and numeracy skills alongside broader knowledge and understanding.

The curriculum reflects the principles contained within the Special Educational Needs and Disability Code of Practice. Individual needs are identified through assessment, review and collaboration with families and external professionals. Educational provision is adapted appropriately to ensure effective participation and progress.

The curriculum promotes equality and inclusion in accordance with the Equality Act. All pupils are provided with equitable access to learning opportunities and curriculum content reflects diversity, respect and inclusion.

Relationships, Sex and Health Education is delivered in accordance with statutory guidance and reflects the age, developmental stage and needs of pupils. Content is delivered sensitively within a supportive environment that promotes wellbeing and safeguarding.

Careers education and guidance are delivered in accordance with current Department for Education expectations. Pupils receive impartial advice and support that enables informed decisions regarding future pathways.

Safeguarding principles underpin all curriculum planning and delivery. Curriculum content supports pupils in understanding risk, developing protective behaviours and maintaining personal safety both online and offline.

The curriculum is reviewed regularly to ensure continuing compliance with legislation, statutory guidance and inspection expectations.

### **Curriculum Design and Structure**

The curriculum at Trust-Education Group Ltd has been deliberately designed to ensure that pupils experience a coherent, progressive and ambitious educational journey from admission through to transition into adulthood. The curriculum reflects the school's understanding of the unique needs associated with social, emotional and mental health difficulties whilst maintaining a commitment to academic excellence and meaningful achievement.

Curriculum design begins with a detailed understanding of each pupil. Baseline assessments, educational records, Education Health and Care Plans where applicable, previous attainment data, therapeutic assessments, safeguarding information and pupil voice all contribute to the development of an individual profile. This profile informs curriculum planning and enables staff to identify strengths, barriers to learning, interests, aspirations and support requirements.

The curriculum has been constructed to ensure breadth, balance and relevance. Learning experiences are organised to develop knowledge, understanding and skills

systematically over time. Subject leaders identify the essential knowledge pupils need to know and remember and ensure that this knowledge is sequenced logically to support long-term retention and progression.

Curriculum planning reflects both immediate educational needs and long-term aspirations. Whilst some pupils may require significant intervention to address gaps in learning, the curriculum avoids unnecessary limitation of opportunities. Pupils are encouraged and supported to access ambitious content wherever appropriate, ensuring that disadvantage or previous educational disruption does not result in lowered expectations.

The curriculum recognises that successful learning is dependent upon emotional readiness and engagement. Consequently, therapeutic approaches are integrated throughout curriculum delivery. Staff utilise strategies that promote emotional regulation, positive relationships and psychological safety, enabling pupils to participate more successfully in learning.

The curriculum incorporates academic, vocational, personal development and enrichment pathways. These pathways are interconnected rather than separate, ensuring that pupils experience a holistic educational programme that develops knowledge, skills, confidence and character.

### **Curriculum Sequencing**

Curriculum sequencing is informed by evidence-based principles relating to learning, memory and progression. Subject leaders identify the most important concepts, knowledge and skills within their disciplines and carefully map progression from entry to exit.

Learning is planned so that new knowledge builds upon previously taught content. Staff revisit key concepts regularly through retrieval practice, reinforcement activities and cross-curricular connections. This approach supports retention and enables pupils to develop increasingly sophisticated understanding over time.

Sequencing takes account of the needs of learners who may have experienced interruptions to their education. Curriculum plans incorporate opportunities to revisit foundational knowledge whilst simultaneously progressing towards age-related expectations and accredited outcomes.

Within each subject area, teachers identify prerequisite knowledge that pupils must secure before moving on to more complex concepts. Assessment information informs planning and ensures that misconceptions are identified and addressed promptly.



Curriculum sequencing also reflects the developmental needs of pupils. Personal development, emotional literacy and relationship skills are taught progressively, enabling pupils to build understanding gradually and apply learning appropriately in real-life situations.

Subject leaders regularly review curriculum sequencing to ensure coherence, challenge and effectiveness. Feedback from staff, pupils and external partners contributes to curriculum refinement and continuous improvement.

## **Quality of Education**

The quality of education provided at Trust-Education Group Ltd is founded upon ambitious expectations, effective teaching, robust assessment and a relentless focus on pupil progress. The school recognises that high-quality education is the most significant factor in improving outcomes and life chances for young people.

Educational provision is designed to ensure that pupils acquire substantial knowledge and develop transferable skills that prepare them for future learning and employment. Learning experiences are carefully planned to promote engagement, challenge thinking and encourage independence.

Teachers possess secure subject knowledge and receive ongoing professional development to strengthen both curriculum expertise and understanding of SEMH needs. Staff understand how pupils learn and utilise evidence-informed approaches to maximise progress.

Classroom environments are structured to support learning and minimise barriers. Expectations are consistent, relationships are positive and pupils are encouraged to take pride in their achievements. Learning environments promote safety, belonging and respect.

The school places significant emphasis upon the development of positive attitudes towards learning. Many pupils arrive with previous experiences of educational failure or disengagement. Through carefully planned support, staff help pupils rebuild confidence, develop resilience and recognise their own potential.

The quality of education is monitored continuously through lesson observations, work scrutiny, learning walks, pupil voice, assessment information and external review. Leaders use this information to identify strengths, address areas for development and ensure continuous improvement.

## Literacy Across the Curriculum

The development of literacy is regarded as a fundamental responsibility of all staff. The school recognises that literacy is essential for educational success, employment, independence and participation in society.

Many pupils enter the school with literacy levels significantly below age-related expectations. The curriculum therefore incorporates a comprehensive literacy strategy designed to improve reading, writing, speaking and listening skills across all areas of learning.

Literacy development begins with accurate assessment of individual strengths and needs. Screening tools, diagnostic assessments and teacher observations are used to identify barriers and inform intervention planning.

Reading is promoted as a core priority throughout the curriculum. Pupils are encouraged to develop fluency, comprehension, vocabulary and confidence through structured reading programmes, guided reading, independent reading opportunities and cross-curricular literacy activities.

Vocabulary instruction is embedded throughout teaching. Subject-specific terminology is explicitly taught and revisited regularly. Staff recognise that vocabulary knowledge is strongly linked to academic success and therefore provide repeated opportunities for pupils to encounter, understand and apply new language.

Writing opportunities are incorporated across all curriculum areas. Pupils learn to communicate ideas effectively for different purposes and audiences. Staff provide structured support where necessary whilst encouraging increasing independence and sophistication over time.

Oracy forms a central component of curriculum delivery. Pupils are encouraged to articulate ideas, participate in discussion, debate respectfully and communicate effectively in formal and informal contexts. Opportunities for speaking and listening are planned intentionally across the curriculum.

Staff model high standards of communication and provide constructive feedback that supports literacy development. Intervention programmes are implemented where necessary to accelerate progress and address identified gaps.



## **Numeracy Across the Curriculum**

Numeracy is recognised as an essential life skill that supports independence, employability and participation in everyday activities. The curriculum seeks to develop confident learners who can apply mathematical understanding in a range of contexts.

Numeracy development extends beyond mathematics lessons and is embedded throughout the wider curriculum. Pupils are provided with opportunities to apply mathematical concepts through practical, vocational and real-world experiences.

Teachers promote mathematical thinking by encouraging reasoning, problem-solving and application. Pupils learn to interpret information, analyse data and make informed decisions using numerical evidence.

Vocational subjects provide meaningful opportunities for the application of numeracy skills. Financial calculations, measurement, budgeting, estimation and data handling are integrated into practical learning experiences, enabling pupils to recognise the relevance of mathematics in everyday life and future employment.

Numeracy interventions are provided where assessment identifies gaps in knowledge or understanding. Staff work collaboratively to ensure consistency of approach and reinforce mathematical concepts across different subject areas.

## **Reading Strategy**

Reading is at the heart of the curriculum and is regarded as a gateway to educational achievement, personal development and lifelong learning. The school aims to create a culture in which reading is valued, enjoyed and actively promoted.

The reading strategy is designed to improve fluency, comprehension, vocabulary and confidence. Assessment information enables staff to identify reading levels accurately and provide appropriate support and challenge.

Pupils who require additional support receive targeted intervention designed to accelerate progress. Interventions are evidence-informed and monitored regularly to evaluate effectiveness.

Reading opportunities are embedded throughout curriculum subjects. Staff promote engagement with a diverse range of texts that reflect different cultures, perspectives and experiences. This supports both literacy development and wider curriculum knowledge.

Reading for pleasure is encouraged through access to high-quality texts, dedicated reading time and positive reading role models. Staff seek to develop positive attitudes towards reading and help pupils recognise its value beyond the classroom.

Parents and carers are encouraged to support reading wherever possible and receive guidance regarding strategies that can promote literacy development at home.

### **Assessment, Progress and Achievement**

Assessment forms an integral part of the curriculum and supports both learning and accountability. Assessment systems are designed to provide accurate information regarding attainment, progress, engagement and personal development.

Assessment begins on admission and includes evaluation of academic attainment, literacy, numeracy, emotional wellbeing, communication skills and personal development needs. Baseline information informs curriculum planning and individual target setting.

Teachers use formative assessment continuously to identify understanding, address misconceptions and adapt teaching. Questioning, discussion, observation, practical tasks and written work all contribute to assessment practice.

Summative assessment provides information regarding progress over time and supports evaluation of curriculum effectiveness. Assessment information is analysed carefully by teachers, subject leaders and senior leaders to identify trends, strengths and priorities for improvement.

Achievement is recognised broadly and reflects the school's commitment to holistic development. Academic progress, attendance, engagement, behaviour, personal development, emotional growth and vocational success are all valued indicators of achievement.

Pupils are encouraged to understand their own progress and participate actively in target setting and review processes. This supports motivation, self-awareness and ownership of learning.

Assessment information is communicated regularly to pupils, families and relevant professionals. Reports provide clear information regarding progress, attainment, attendance, behaviour and personal development.

The school uses assessment not simply as a measure of performance but as a tool for improvement. Leaders evaluate outcomes carefully and utilise evidence to strengthen curriculum design, teaching quality and intervention strategies.

## **Special Educational Needs and Disabilities**

Trust-Education Group Ltd recognises that every pupil is unique and that educational provision must be responsive to individual strengths, needs, interests and aspirations. The curriculum has been designed to ensure that pupils with special educational needs and disabilities are able to access meaningful learning opportunities, achieve positive outcomes and develop the skills required for successful adulthood.

Many pupils attending the school present with complex and overlapping needs. These may include social, emotional and mental health difficulties, communication needs, learning difficulties, neurodevelopmental conditions, attachment-related challenges, adverse childhood experiences and barriers associated with disrupted educational histories. The curriculum reflects an understanding of these complexities and seeks to provide an educational experience that is ambitious, accessible and supportive.

The school adopts a graduated approach to support. Assessment, planning, implementation and review form an ongoing cycle through which provision is continually refined in response to pupil progress and changing needs. Staff work collaboratively with families, external professionals and pupils themselves to ensure that support remains effective and appropriate.

Curriculum adaptation is informed by individual need rather than assumptions regarding diagnosis or category of need. Teachers utilise a range of strategies to ensure accessibility whilst maintaining challenge and high expectations. Adaptations may include adjustments to presentation, pace, environment, resources, communication methods and assessment approaches.

The curriculum seeks to promote independence rather than dependence. Support is carefully planned to enable pupils to develop confidence, resilience and self-management skills. Staff recognise the importance of preparing pupils for future learning, employment and adult life and therefore encourage increasing levels of autonomy wherever appropriate.

Individual Education Plans provide a framework through which personalised targets are identified, monitored and reviewed. These plans reflect academic, social, emotional and behavioural priorities and support a coordinated approach to intervention and progress monitoring.

## **Therapeutic Curriculum**

The school recognises that emotional wellbeing and educational success are intrinsically linked. Many pupils have experienced trauma, adversity, loss, instability or

prolonged periods of educational disengagement. These experiences can significantly impact emotional regulation, relationships, behaviour and readiness to learn.

The therapeutic curriculum is therefore embedded throughout all aspects of school life and is not viewed as separate from educational provision. Therapeutic principles inform curriculum planning, teaching practice, behaviour support, pastoral systems and daily interactions between staff and pupils.

The curriculum promotes emotional literacy by helping pupils understand emotions, recognise triggers, develop coping strategies and communicate feelings appropriately. Staff support pupils in developing greater self-awareness and emotional regulation through consistent modelling, coaching and structured interventions.

Relationships form the foundation of the therapeutic approach. Staff understand the importance of trust, consistency and positive connection in supporting engagement and progress. Pupils are provided with opportunities to experience secure relationships that promote confidence, belonging and emotional safety.

The curriculum incorporates opportunities for reflection, restorative practice and personal growth. Pupils are encouraged to develop insight into their behaviour, understand the impact of their actions and identify positive strategies for managing challenges.

Therapeutic interventions may include mentoring, counselling, emotional wellbeing support, therapeutic activities and targeted programmes designed to address identified needs. These interventions complement and strengthen curriculum delivery by reducing barriers to learning and promoting positive outcomes.

The therapeutic curriculum contributes significantly to the school's aim of helping pupils develop resilience, self-belief and emotional maturity. These qualities are essential for successful participation in education, employment and society.

## **Personal Development**

Personal development is central to the curriculum and reflects the school's commitment to educating the whole child. The curriculum seeks to develop confident, responsible, respectful and resilient young people who are prepared for the opportunities, responsibilities and experiences of adult life.

Personal development extends beyond discrete lessons and permeates all aspects of school life. Opportunities for growth are embedded within academic learning, vocational programmes, enrichment activities, community engagement and everyday interactions.

The curriculum supports pupils in developing self-confidence, self-esteem and a positive sense of identity. Pupils are encouraged to recognise their strengths, celebrate achievements and aspire towards ambitious future goals.

Health and wellbeing education enables pupils to understand the importance of physical health, mental wellbeing, healthy relationships and positive lifestyle choices. Pupils are supported in developing strategies that promote long-term wellbeing and resilience.

Character development is promoted through opportunities that encourage perseverance, responsibility, leadership, teamwork and service to others. Pupils learn that success often requires effort, determination and reflection and are supported in developing these qualities over time.

The curriculum encourages pupils to engage positively with their communities and understand their role within society. Activities that promote citizenship, volunteering, community participation and social responsibility contribute to the development of active and responsible citizens.

Enrichment opportunities play a significant role in personal development. Activities such as sport, outdoor education, creative arts, vocational projects and educational visits broaden horizons, develop confidence and create memorable learning experiences that contribute to personal growth.

### **Behaviour for Learning**

Positive behaviour is viewed as a prerequisite for successful learning and personal development. The curriculum is designed to promote engagement, motivation and self-regulation through meaningful learning experiences, positive relationships and consistent expectations.

The school recognises that behaviour often reflects underlying needs and experiences. Staff adopt a relational and restorative approach that seeks to understand behaviour, address barriers and support positive change. Responses to behaviour are informed by an understanding of trauma, attachment and emotional development.

Behaviour expectations are communicated clearly and applied consistently across the school. Pupils are supported in understanding the importance of respect, responsibility, cooperation and self-discipline. Positive behaviours are recognised and celebrated regularly.

The curriculum provides opportunities for pupils to develop the skills necessary for successful participation in learning and society. These skills include emotional regulation, communication, problem-solving, conflict resolution and decision-making.



Restorative approaches are utilised to strengthen relationships, promote accountability and support learning from mistakes. Pupils are encouraged to reflect upon behaviour, consider its impact and identify constructive ways forward.

The school seeks to develop intrinsic motivation by helping pupils understand the value of learning and recognise their own potential. Staff work proactively to build confidence, engagement and aspiration, reducing the likelihood of disengagement and negative behaviour.

## **Relationships, Sex and Health Education**

Relationships, Sex and Health Education forms an essential component of the curriculum and contributes significantly to safeguarding, wellbeing and preparation for adulthood. The programme is delivered in accordance with statutory guidance and reflects the needs of pupils attending the school.

The curriculum promotes healthy, respectful and positive relationships. Pupils learn about friendship, family relationships, consent, communication, boundaries and mutual respect. Learning is designed to help pupils develop the knowledge and skills necessary to establish and maintain healthy relationships throughout life.

Health education supports pupils in understanding physical health, mental wellbeing, nutrition, exercise, substance misuse, online safety and self-care. Pupils are encouraged to make informed decisions that promote long-term wellbeing and reduce risk.

Sex education is delivered sensitively and appropriately, taking account of age, maturity, developmental needs and individual circumstances. Learning promotes respect, responsibility and informed decision-making whilst supporting safeguarding objectives.

The programme reflects the diversity of modern society and promotes equality, inclusion and respect for all individuals. Staff create a safe and supportive environment in which pupils feel able to explore sensitive topics respectfully and appropriately.

Parents and carers are kept informed regarding curriculum content and are supported in understanding the aims and purpose of the programme. The school recognises the important role that families play in supporting personal development and wellbeing.

## **Spiritual, Moral, Social and Cultural Development**

The curriculum actively promotes pupils' spiritual, moral, social and cultural development and prepares them for life in modern British society. Opportunities for



reflection, discussion and exploration are embedded throughout curriculum experiences and daily school life.

Spiritual development is promoted through opportunities for reflection, creativity, curiosity and personal growth. Pupils are encouraged to explore beliefs, values, identity and meaning in ways that respect diversity and individual perspectives.

Moral development is supported through discussions regarding right and wrong, fairness, responsibility and ethical decision-making. Pupils learn to consider the consequences of actions, understand different viewpoints and develop empathy towards others.

Social development is strengthened through collaborative learning, enrichment activities, community engagement and relationship-building opportunities. Pupils learn how to cooperate effectively, resolve conflicts constructively and contribute positively to groups and communities.

Cultural development is promoted through exposure to diverse perspectives, traditions, histories and experiences. Curriculum content reflects the richness of contemporary society and encourages respect for difference and appreciation of diversity.

The curriculum supports pupils in developing the knowledge, skills and attitudes required for successful participation in an increasingly diverse and interconnected world.

### **Fundamental British Values**

The school actively promotes the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. These values are embedded throughout curriculum planning, teaching and wider school life.

Pupils are encouraged to understand democratic processes through participation in discussions, decision-making activities, pupil voice opportunities and community projects. They learn that democratic systems provide a means through which individuals can influence decisions and contribute to society.

Understanding of the rule of law is developed through exploration of rights, responsibilities, justice and the importance of laws in protecting individuals and communities. Pupils are encouraged to recognise the role that laws play in maintaining safety, fairness and order.

Individual liberty is promoted through opportunities for choice, self-expression and personal responsibility. Pupils are supported in developing confidence, independence and an understanding of their rights whilst recognising the rights of others.

Mutual respect is modelled and reinforced throughout daily interactions. Pupils learn to value diversity, challenge discrimination and treat others with dignity and consideration.

Tolerance is promoted through curriculum content, discussion and experiences that encourage understanding of different cultures, beliefs and lifestyles. Pupils are supported in developing empathy, openness and respect for those whose experiences may differ from their own.

### **Careers Education, Information, Advice and Guidance**

Trust-Education Group Ltd is committed to ensuring that all pupils are fully prepared for successful progression into further education, apprenticeships, employment and adult life. Careers education is viewed as a fundamental component of the curriculum rather than a standalone programme delivered solely during key transition periods.

Many pupils arrive at the school with limited aspirations, reduced confidence or little understanding of the opportunities available to them beyond compulsory education. The curriculum therefore seeks to broaden horizons, challenge perceived limitations and raise aspirations from the earliest stages of a pupil's educational journey.

Careers education is embedded throughout the curriculum and begins immediately upon admission. Learning experiences are designed to help pupils understand themselves, recognise their strengths, explore interests and consider future possibilities. Staff actively promote ambition and encourage pupils to believe in their capacity for success regardless of previous educational experiences.

The curriculum provides pupils with opportunities to explore a wide range of educational and vocational pathways. Through curriculum subjects, enrichment activities, employer encounters, educational visits and practical experiences, pupils develop a realistic understanding of the world of work and the skills required for future success.

Careers guidance is impartial, personalised and responsive to individual needs. Pupils receive support in identifying progression routes that align with their interests, abilities and aspirations. Staff work closely with external providers, colleges, training organisations, employers and careers professionals to ensure that guidance is current, accurate and meaningful.

The careers programme enables pupils to develop self-awareness, career management skills, employability knowledge and confidence. Pupils learn how to make informed decisions, evaluate opportunities and navigate transitions successfully.

Preparation for interviews, applications, curriculum vitae development and personal statements forms an important part of the programme. Pupils are supported in

presenting themselves positively and recognising the skills and qualities they can offer to future employers and educational providers.

Destination planning begins well before pupils leave the school. Staff work collaboratively with families, external agencies and receiving providers to ensure that transitions are carefully planned and effectively supported. The school maintains high expectations regarding progression and seeks to ensure that every pupil leaves with a sustainable destination.

## **Vocational Education**

Vocational learning forms an integral part of the curriculum and reflects the school's commitment to providing relevant, engaging and meaningful educational experiences. Vocational programmes enable pupils to develop practical skills, industry knowledge and employability attributes whilst working towards recognised qualifications.

Vocational education provides opportunities for pupils to experience success through practical learning and applied knowledge. For many pupils, vocational pathways serve as a powerful means of re-engaging with education and developing confidence as learners.

The vocational curriculum has been carefully selected to reflect pupil interests, local employment opportunities and progression routes into further education and training. Programmes are delivered by appropriately qualified staff who possess relevant industry knowledge and expertise.

Learning within vocational subjects combines practical application with theoretical understanding. Pupils develop technical skills alongside communication, teamwork, problem-solving, organisation and professional conduct. This integrated approach supports both qualification achievement and employability development.

Vocational learning environments mirror professional standards wherever possible. Pupils are encouraged to develop habits and behaviours that reflect workplace expectations, including punctuality, responsibility, resilience and attention to detail.

Assessment within vocational programmes reflects industry requirements and enables pupils to demonstrate competence through a variety of methods. Practical performance, portfolio development, project work and externally verified assessments contribute to qualification achievement.

Vocational pathways provide valuable progression opportunities and support pupils in developing realistic and achievable future aspirations. Success within vocational

learning often contributes significantly to improved confidence, motivation and engagement across the wider curriculum.

## **Preparation for Adulthood**

Preparation for adulthood is a central objective of the curriculum and underpins educational planning across all year groups. The school recognises that successful outcomes extend beyond examination results and include the ability to live independently, participate in society and sustain positive destinations.

The curriculum seeks to equip pupils with the knowledge, skills and personal attributes necessary for adult life. Learning experiences are designed to promote independence, responsibility and confidence whilst developing practical competencies that support future success.

Financial education forms an important aspect of preparation for adulthood. Pupils develop understanding of budgeting, banking, taxation, wages, benefits, consumer rights and financial decision-making. These experiences support the development of financial literacy and responsible money management.

Communication skills are prioritised throughout the curriculum. Pupils learn how to communicate effectively in a variety of contexts, including employment, further education, relationships and community participation. The ability to express ideas clearly and confidently is recognised as essential for future success.

The curriculum provides opportunities for pupils to develop organisational skills, problem-solving abilities and decision-making capacity. These competencies contribute to independence and enable pupils to manage increasing levels of responsibility.

Health and wellbeing education supports pupils in understanding how to maintain positive physical and mental health throughout adulthood. Pupils learn about healthy lifestyles, self-care, relationships, support services and strategies for managing challenges.

Community participation and citizenship experiences encourage pupils to recognise their role within society. Opportunities to contribute positively to communities support the development of responsibility, empathy and social awareness.

The curriculum aims to ensure that pupils leave the school not only with qualifications but also with the confidence, resilience and practical skills necessary to navigate adult life successfully.

## **Curriculum Leadership**

Effective curriculum leadership is essential to ensuring high standards of educational provision and positive outcomes for pupils. Leaders at all levels share responsibility for maintaining curriculum quality, promoting improvement and ensuring compliance with statutory requirements.

Senior leaders provide strategic direction and ensure that the curriculum reflects the school's vision, values and objectives. They are responsible for evaluating curriculum effectiveness, identifying priorities for development and securing continuous improvement.

Curriculum leaders possess a thorough understanding of their subject areas and maintain oversight of curriculum design, sequencing, assessment and teaching quality. They ensure that subject content remains ambitious, coherent and responsive to pupil needs.

Leaders monitor implementation through lesson observations, work scrutiny, assessment analysis, pupil voice activities and professional dialogue. Evidence gathered through these processes informs improvement planning and professional development.

Curriculum leaders support colleagues through coaching, mentoring and the sharing of effective practice. Professional collaboration is actively encouraged and contributes to consistency, innovation and continuous improvement.

Leadership responsibilities extend beyond academic outcomes and encompass personal development, safeguarding, attendance, behaviour and wellbeing. Leaders recognise the interconnected nature of these factors and their impact upon educational success.

Leaders regularly evaluate curriculum impact through analysis of attainment, progress, engagement, attendance, destinations and wider outcomes. Findings inform strategic planning and contribute to evidence-based decision-making.

## **Quality Assurance**

The school operates a comprehensive quality assurance framework designed to maintain high standards and promote continuous improvement. Quality assurance processes provide leaders with accurate information regarding curriculum effectiveness and educational outcomes.



Monitoring activities are conducted systematically throughout the academic year and include lesson observations, learning walks, work scrutiny, assessment reviews, curriculum audits and pupil interviews. These activities provide valuable insights into teaching, learning and curriculum implementation.

Leaders evaluate the extent to which curriculum intentions are realised in practice. Monitoring focuses not only on compliance but also on the quality of educational experiences and the impact upon pupil outcomes.

Pupil voice forms an important component of quality assurance. Pupils are encouraged to share views regarding learning experiences, curriculum relevance, support provision and personal development opportunities. Feedback contributes directly to curriculum review and improvement planning.

Parents and carers are recognised as important partners in quality assurance processes. Their perspectives provide valuable information regarding pupil progress, engagement and overall educational experience.

External review contributes to the school's commitment to continuous improvement. Consultants, advisers, awarding organisations and professional partners may be engaged to provide objective evaluation and specialist expertise.

Quality assurance findings are reported to senior leaders and proprietors. Identified strengths are celebrated and areas for development inform strategic planning, resource allocation and professional development priorities.

## **Monitoring, Evaluation and Review**

Curriculum evaluation is an ongoing process that enables the school to determine the effectiveness of educational provision and identify opportunities for further improvement. Evaluation processes are systematic, evidence-based and aligned with strategic priorities.

Leaders collect and analyse information from multiple sources to develop a comprehensive understanding of curriculum effectiveness. Evidence includes attainment data, progress information, attendance records, behaviour information, destination outcomes, safeguarding information and stakeholder feedback.

Evaluation considers both academic and non-academic outcomes. The school recognises that progress for pupils with social, emotional and mental health needs may be demonstrated through improvements in engagement, attendance, emotional regulation, confidence and personal development as well as qualification achievement.



Curriculum review processes ensure that provision remains relevant, ambitious and responsive to changing needs. Leaders consider developments in educational research, statutory guidance, inspection frameworks and labour market information when reviewing curriculum content and design.

Findings from evaluation activities inform school improvement planning and contribute to the development of strategic priorities. Leaders ensure that identified actions are implemented effectively and reviewed regularly for impact.

### **Governance and Proprietor Oversight**

The Proprietor Melissa Wainman maintains ultimate responsibility for ensuring that the curriculum complies with statutory requirements and promotes positive outcomes for pupils. Governance arrangements provide strategic oversight, challenge and support to school leaders.

The Proprietor ensures that the curriculum reflects the school's vision and values and that educational provision meets the requirements of the Independent School Standards. Regular reports provide assurance regarding curriculum quality, pupil outcomes and compliance.

Leaders provide the Proprietor with detailed information regarding attainment, progress, attendance, behaviour, safeguarding, personal development and destination outcomes. This information enables informed decision-making and effective accountability.

The Proprietor monitors the effectiveness of educational provision through review meetings, quality assurance reports, policy reviews and engagement with stakeholders. Appropriate challenge is provided where improvement is required and successes are recognised and celebrated.

Governance arrangements support a culture of continuous improvement and ensure that educational provision remains focused upon achieving the best possible outcomes for pupils.

### **Safeguarding Through the Curriculum**

Safeguarding is woven throughout the curriculum and reflects the school's commitment to protecting pupils from harm and promoting their welfare. Curriculum content enables pupils to develop the knowledge, skills and confidence required to recognise risk, seek support and make safe decisions.

Learning opportunities address a wide range of safeguarding themes including online safety, healthy relationships, consent, exploitation, extremism, substance misuse,

bullying, mental health and personal safety. Content is delivered in ways that are age appropriate, sensitive and responsive to individual needs.

Staff remain vigilant to safeguarding concerns arising through curriculum activities and ensure that appropriate procedures are followed where concerns emerge. Safeguarding responsibilities are understood by all staff and integrated into daily practice.

The curriculum supports pupils in understanding their rights, recognising unsafe situations and identifying trusted adults who can provide support. This contributes significantly to the school's safeguarding culture and protective ethos.

The school believes that effective safeguarding education empowers pupils, strengthens resilience and contributes to positive long-term outcomes. Safeguarding is therefore viewed not as a separate area of learning but as a fundamental thread running throughout the entire curriculum.

### **Implementation Expectations for Teaching Staff**

The successful implementation of the curriculum depends upon consistently high standards of teaching, learning and professional practice. All staff are expected to contribute actively to the delivery of an ambitious, inclusive and therapeutic curriculum that enables pupils to achieve their full potential.

Teachers are responsible for translating curriculum intent into meaningful learning experiences that secure knowledge, develop skills and promote personal growth. Planning is informed by assessment information, curriculum sequencing and an understanding of individual pupil needs. Lessons are designed to build upon prior learning, address misconceptions and provide opportunities for pupils to apply and deepen their understanding.

Staff are expected to maintain high expectations for all pupils regardless of starting points, prior experiences or identified needs. Challenge and support are balanced carefully to ensure that learning remains accessible whilst promoting progress and achievement.

Teaching approaches reflect the school's commitment to evidence-informed practice. Staff utilise a range of strategies to promote engagement, retrieval, retention and application of knowledge. Lessons are structured clearly, learning objectives are communicated effectively and pupils are provided with opportunities to reflect upon and evaluate their own progress.

Questioning is used purposefully to assess understanding, develop thinking and encourage participation. Staff provide timely feedback that supports improvement and helps pupils understand how to progress further.

Relationships remain central to effective teaching. Staff create environments characterised by trust, respect and consistency. Positive interactions contribute to emotional safety, increased engagement and improved outcomes.

Teachers actively promote literacy, numeracy, communication and personal development within all areas of the curriculum. These themes are embedded across learning experiences and are regarded as shared responsibilities rather than isolated areas of provision.

Staff are expected to contribute positively to curriculum development through collaboration, reflection and professional dialogue. Curriculum improvement is viewed as an ongoing process requiring commitment from all members of the school community.

### **Assessment and Reporting Procedures**

Assessment systems are designed to provide accurate, meaningful and actionable information regarding pupil attainment, progress and development. Assessment supports learning whilst also providing accountability and evidence of curriculum effectiveness.

Baseline assessment is completed upon admission to establish starting points and identify strengths, needs and barriers to learning. Information is gathered from multiple sources and contributes to the development of personalised educational programmes.

Ongoing assessment forms an integral part of daily teaching practice. Teachers gather information through observation, questioning, discussion, practical activities and formal assessment tasks. This information is used to adapt teaching, identify misconceptions and plan future learning.

Progress is reviewed regularly through structured assessment cycles. Leaders analyse outcomes carefully to identify patterns, strengths and areas requiring intervention. Particular attention is given to vulnerable groups and pupils at risk of underachievement.

Reporting arrangements ensure that pupils, parents, carers and relevant professionals receive clear and accurate information regarding progress and achievement. Reports reflect both academic outcomes and wider aspects of personal development.

Review meetings provide opportunities to evaluate progress against targets and consider future priorities. Pupils are encouraged to participate actively in these discussions and develop ownership of their educational journey.

Assessment information is utilised strategically to strengthen curriculum planning, improve teaching and ensure that resources are directed effectively. The school recognises that assessment should support improvement and not simply measure performance.

## **Professional Development**

The quality of the curriculum is directly linked to the quality of professional practice. The school is committed to developing a highly skilled workforce capable of meeting the complex needs of pupils and delivering outstanding educational experiences.

Professional development is aligned with school improvement priorities, curriculum development objectives and individual staff needs. Training programmes are designed to enhance subject knowledge, pedagogical expertise, safeguarding awareness and understanding of social, emotional and mental health needs.

Staff receive regular opportunities to engage with educational research, professional networks and evidence-informed practice. This supports continuous improvement and ensures that teaching remains responsive to emerging developments within education.

Induction programmes provide new staff with a comprehensive understanding of the school's ethos, curriculum, safeguarding responsibilities and therapeutic approaches. Ongoing support ensures that staff develop confidence and competence in their roles.

Coaching, mentoring and professional dialogue contribute to a culture of reflection and continuous learning. Staff are encouraged to share effective practice, seek feedback and engage constructively with quality assurance processes.

Professional development extends beyond classroom practice and includes leadership development, curriculum design, assessment, behaviour support and wellbeing. The school recognises that investment in staff development contributes directly to improved outcomes for pupils.

## **Equality, Diversity and Inclusion**

Trust-Education Group Ltd is committed to ensuring that equality, diversity and inclusion are reflected throughout the curriculum and wider life of the school. Educational provision is designed to provide equitable opportunities for all pupils and to remove barriers that may limit participation or achievement.

The curriculum promotes respect for diversity and reflects the experiences, contributions and perspectives of individuals from different backgrounds, cultures and communities. Learning experiences challenge stereotypes, address prejudice and encourage understanding of difference.

Staff actively promote inclusion through curriculum planning, teaching approaches and relationships. Individual needs are recognised and valued, and reasonable adjustments are implemented where necessary to support access and participation.

The curriculum supports pupils in developing respect for those with protected characteristics as defined within equality legislation. Opportunities for discussion, reflection and critical thinking help pupils understand the importance of equality, dignity and human rights.

The school maintains high expectations for all pupils and rejects assumptions that disadvantage, disability or previous experiences should limit aspiration or achievement. Equality of opportunity remains a fundamental principle underpinning curriculum design and implementation.

### **Attendance and Engagement**

Regular attendance is essential to successful learning and positive outcomes. The curriculum is designed to promote engagement, motivation and participation by providing relevant, meaningful and appropriately challenging learning experiences.

Many pupils attending the school may have experienced periods of poor attendance or educational disengagement prior to admission. The curriculum therefore seeks to rebuild positive attitudes towards education and establish routines that support successful participation.

Learning experiences are designed to be purposeful and engaging. Academic, vocational, therapeutic and enrichment opportunities provide multiple pathways through which pupils can experience success and develop confidence.

Attendance is monitored carefully and analysed alongside other indicators of engagement and progress. Staff work proactively with pupils, families and external agencies to address barriers and promote sustained participation.

The school recognises that improved attendance often reflects broader improvements in wellbeing, confidence and engagement. Consequently, attendance is viewed within the wider context of pupil development and educational success.



## **Partnership with Parents and Carers**

Parents and carers play a vital role in supporting educational achievement and personal development. The school seeks to establish positive, collaborative and respectful relationships with families based upon trust, communication and shared responsibility.

Families are provided with regular information regarding curriculum content, pupil progress and school developments. Communication methods are designed to be accessible, supportive and responsive to individual circumstances.

Parents and carers are encouraged to participate actively in reviews, meetings and planning processes. Their knowledge and understanding of their children contribute significantly to effective educational provision and positive outcomes.

The school recognises that many families have experienced challenges associated with previous educational placements and therefore works to build confidence and strengthen partnerships. Positive relationships between home and school contribute significantly to pupil success.

## **Collaboration with External Agencies**

The complexity of pupil needs often requires coordinated support from a range of professionals and services. The school works closely with external agencies to ensure that pupils receive integrated and effective support.

Partnerships may include educational psychologists, therapists, social workers, healthcare professionals, youth services, careers advisers, training providers and community organisations. Collaborative working supports holistic assessment, planning and intervention.

Information sharing takes place in accordance with safeguarding requirements, data protection legislation and professional responsibilities. Effective communication ensures that support is coordinated and responsive to identified needs.

External expertise contributes to curriculum development, staff training and quality assurance. Partnerships strengthen provision and support the school's commitment to continuous improvement.

## **Policy Review and Continuous Improvement**

This policy reflects the school's current curriculum arrangements and strategic priorities. It is intended to provide a clear framework for curriculum design, implementation and

evaluation whilst remaining sufficiently flexible to respond to emerging needs and developments.

The policy is reviewed regularly by senior leaders and the Proprietor to ensure continued compliance with legislation, statutory guidance and inspection expectations. Reviews consider the effectiveness of current provision, stakeholder feedback and evidence relating to pupil outcomes.

Curriculum development is viewed as a continuous process. Leaders remain committed to evaluating practice critically, identifying opportunities for enhancement and ensuring that educational provision remains ambitious, relevant and effective.

Recommendations arising from monitoring activities, external review, research findings and stakeholder consultation inform policy revisions and curriculum improvement planning.

## **Conclusion**

The curriculum at Trust-Education Group Ltd represents the school's commitment to excellence, inclusion and opportunity for every pupil. It has been designed to address the complex needs of young people with social, emotional and mental health difficulties whilst maintaining ambitious expectations and a relentless focus on achievement.

The curriculum combines academic learning, vocational education, therapeutic support, personal development and enrichment within a coherent framework that prepares pupils for successful adult lives. It reflects the belief that every young person is capable of progress when provided with appropriate support, challenge and opportunity.

Through high-quality teaching, strong relationships, effective leadership and a culture of continuous improvement, the curriculum enables pupils to develop knowledge, skills, qualifications and personal attributes that support future success.

The school remains committed to ensuring that all pupils leave with meaningful achievements, positive destinations and the confidence to participate fully in society. Educational success is measured not only through qualifications but also through growth in resilience, independence, wellbeing and aspiration.

Trust-Education Group Ltd will continue to review, refine and strengthen its curriculum in pursuit of the highest possible standards and outcomes for every learner. The curriculum will remain ambitious, inclusive and responsive, ensuring that pupils are equipped to thrive in further education, employment and modern British society.

## Related Policies and Documents

This policy should be read in conjunction with all statutory and operational policies of Trust-Education Group Ltd. Together these documents ensure a coherent approach to educational provision, safeguarding, inclusion, personal development and school improvement.

- Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Attendance Policy
- Behaviour Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy
- Careers Programme Information
- Complaints Policy
- Educational Visits Policy
- Equality, Diversity and Inclusion Policy
- Equality Objectives
- First Aid Policy
- Health and Safety Policy
- Marking Policy
- Online Safety Policy
- Personal, Social, Health and Citizenship Education (PSHCE) Policy
- Pupil Assessment Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Risk Assessment Policy
- School Development Plan
- Self-Evaluation Framework (SEF)
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Teaching and Learning Policy

## Approval and Review

This policy is approved by the Proprietor Melissa Wainman of Trust-Education Group Ltd and applies to all aspects of curriculum planning, delivery, monitoring and evaluation across the school.

The policy will be reviewed annually, or sooner where legislative changes, regulatory developments, inspection findings or operational requirements indicate the need for amendment.

All staff are required to familiarise themselves with the contents of this policy and ensure that their professional practice reflects the principles, expectations and commitments contained within it.

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|----------------------------|--------------------------------------------|
| <b>Policy Lead</b>         | Melissa Wainman Proprietor                 |
| <b>Date:</b>               | 1st September 2026                         |
| <b>Policy Review Date:</b> | 1st September 2027                         |
| <b>Version:</b>            | 1                                          |
| <b>Approval:</b>           | Matthew Embley Chair of the Governing Body |