



Part of Brighter Futures Educational Trust

CURRICULUM POLICY

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Contents

1. Statement of intent
2. Legal framework
3. Curriculum aims and intent
4. Roles and responsibilities
5. Organisation and planning
6. Curriculum content
7. PSHE
8. Careers education
9. Reporting and assessment
10. Equal opportunities
11. Inclusion
12. Enrichment activities
13. Monitoring and review
14. Linked Documents
 - Appendix 1 - Curriculum at a glance
 - Appendix 1 - Integrated Curriculum Model



1. Statement of Intent

Brandles recognises the importance of offering a broad and balanced curriculum which is underpinned by our shared school vision.

Our curriculum consists of activities designed to promote the intellectual, spiritual, moral, personal, social, physical and cultural development of pupils at the school and of society. It includes the formal programme of lessons, based on the national curriculum, and a programme of extracurricular activities that we organise to enrich pupils' experiences of their lives and education and prepare pupils at the school for the opportunities, responsibilities and experiences of later life. .

Through this policy, the school aims to:

- Put pupils at the centre of all curriculum decisions, putting their needs above those of the school.
- Have a curriculum that is fit for purpose, offering adaptation and personalisation.
- Prepare all pupils for the next stage of their education and for life in modern society.
- Be committed to excellence and continuous improvement.
- Provide courses which meet the needs of pupils.
- Nurture the talents of all and celebrate success.
- Work with feeder schools to ease transition.
- Involve the stakeholders, including parents, in curriculum development.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 2004
- Education Act 2004
- Equality Act 2010
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'



- DfE 'The national curriculum in England'
- DfE 'Academy trust governance guide'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Exams Policy
- Careers Policy
- Pupil Equality, Equity, Diversity and Inclusion Statement
- PSHE (Wellbeing) Policy
- Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Curriculum Philosophy Statement

3. Curriculum Aims and Intent

What the curriculum is designed to do

The school's curriculum is designed with pupils' learning at the centre. The school recognises that the curriculum must be broad, balanced, and offer pupils opportunities to grow as individuals as well as learners.

Through a combination of learning techniques, the school aims to ensure pupils enjoy learning and feel prepared for life after school. The school intends to offer pupils new and exciting experiences through extracurricular activities that are designed to build resilience, confidence and self-esteem.

How the school intends to deliver the curriculum

Below, the school's curriculum intent is outlined to demonstrate how the curriculum will be delivered through a variety of methods, both classroom-based and extracurricular.

- **Classroom-based learning:** The school encourages teachers to make cross-curricular links where possible within their lesson plans and use different learning resources to



teach core content. One-to-one teaching sessions are carried out for pupils who require additional support.

- **Enrichment activities:** The school provides a variety of enrichment activities for pupils that enhance their learning experience. The activities we offer can be found in the enrichment activities section of this policy.

A full list of subjects available to pupils in each year can be found in the Curriculum content section of this policy.

How the school involves stakeholders in curriculum planning and delivery

The school values the input of its pupils, parents and the local community with regard to the planning and delivery of the curriculum. The school believes that pupils receive a well-rounded education if everyone is involved in shaping it; this is why pupils and parents are sent questionnaires on an annual basis.

The school engages with the wider community by ensuring there are opportunities for pupils to participate in community projects and embed each project within the curriculum into the relevant subjects.

The overall aims of the curriculum are to:

- Enable all pupils to be successful learners and achieve high standards.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils who are not achieving age-related expectations to narrow the gap and catch up with their peers.
- Enable pupils to develop and be able to use high-quality functional skills, including key literacy, numeracy and ICT skills.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable pupils to value their learning outside of the curriculum and relate this knowledge to the taught curriculum.
- Teach pupils to be able to discern right from wrong, that actions have consequences, and the value and importance of forgiveness.
- Enable pupils to be creative and to develop their own thinking.



- Help pupils to develop an independent approach to their learning.
- Teach pupils about their ever-changing world, including how the environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Help pupils understand the importance of truth and fairness, to ensure they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and others, and to be able to live and work cooperatively with others.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education or training and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another, inside and outside the classroom.
- Developing personal moral values, respect for religious values and tolerance of others' beliefs and ways of life.



4. Roles and Responsibilities

The board of trustees is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers regarding pupil progress and attainment.
- Contributing towards decisions made about the curriculum.
- Formulating a curriculum committee that assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring the school is complying with its funding agreement and teaching a “broad and balanced” curriculum.

The headteacher, along with the senior leader in charge of curriculum are responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with subject leaders, teachers and other members of the SLT.
- Communicating the agreed curriculum to the board of trustees on an annual basis and ensuring the governing board is fully involved in the on the breadth and balance of the curriculum.
- Producing an annual report for the board of trustees advising on the standards achieved by pupils and any alternative arrangements made to ensure all pupils could access the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.



- Creating and maintaining an up-to-date Curriculum Intent Statement.
- Updating and maintaining this policy.

Subject leaders are responsible for:

- The overall provision of the curriculum at the school.
- Developing a curriculum that provides pupils with a range of opportunities and the skills they need to prepare for later life.
- The strategic leadership and management across their curriculum areas, developing and implementing plans, policies, targets and practices within the context of the school's aims and policies.
- Managing subject leaders and staff within their curriculum areas, providing appropriate support, challenge, advice and information as necessary.
- Implementing the school's schemes of work.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources available for pupils in need so that everyone can have full access to the curriculum.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Devising short-term lesson plans that are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Collaborating with the headteacher and the SENCO/INCO to ensure that the curriculum is inclusive and accessible to all.



- Working closely with the SENCO/INCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

The SENCO/INCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and Planning

The school's curriculum will be delivered over 190 days and equally throughout the school week. Each school day will be split into three sessions and pupils will receive a mid-morning break and lunch.

In collaboration with subject leaders, teachers and other members of the SLT, the headteacher will monitor the following plans:

- **Roadmaps** that deal with the major areas and strands of the national curriculum to be covered across all key stages.
- **Long-term plans or annual overview** that outline the units of work and topics that are covered on a termly basis.



- **Medium-term plans or schemes of work** that deal with the activities within units of work that are set out weekly.

Where possible, teachers will look for links between areas of learning that will support one another and allow pupils to reinforce their skills from one subject within another. A full list of subjects covered in school can be found in the Curriculum content section of this policy.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed once curriculum planning has commenced.

Pupils who are identified as needing additional support will receive it.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that pupils have full access to resources and equipment - they will be provided with a rich and varied learning environment.

6. Curriculum Content

The school will have due regard to the national curriculum at all times throughout the academic year. This is taught in 25 hours of contact time each week. The day starts with a 30-minute breakfast and tutorial session, with four 45-minute lessons in the morning and two 35-minute lessons in the afternoon.

Years 7 – 9 (Key Stage 3)

The curriculum includes:

- English - including guided reading
- Mathematics
- Science
- Learning Skills
- Art and Design (As part of Learning Skills and Enrichment)
- Food Tech
- Design Technology
- Music
- Outdoor Education
- Humanities



- Wellbeing
- Careers
- Physical Education (Including Sports Leaders Award)

We often find with the nature of our students that their reading, writing and spelling ages are behind their chronological reading age. We therefore offer additional 1:1 support in raising these levels so that the students can access the curriculum more easily.

Years 10 – 11 (Key Stage 4)

In Year 9 students begin the process of choosing the curriculum that is right for them, that suits their needs and prepares them for 'life after Brandles'.

All students must study the following:

- English Language
- Mathematics
- Science
- Wellbeing

Students can choose from a range of subjects on offer such as:

- English Literature (GCSE)
- Sport (GCSE & Eduqas Vocational Award)
- Sports Leaders Award
- E-Sports (BTEC)
- Art and Design (GCSE)
- Construction (BTEC Level 1 & 2)
- Food Technology (BTEC Level 1 & 2)
- Music (NCFE Digital Music)
- Employability (City and Guilds Level 1 & Level 2)
- Duke of Edinburgh Award (Bronze and Silver)
- Outdoor Adventurous Activity

7. PSHE

As part of the curriculum, the school will make provision for PSHE via Wellbeing classes where everyday topics, such as raising awareness of different cultures or anti-bullying, can be addressed.

All classes have one wellbeing lesson a week. Topics covered, but not limited to, within these sessions include the following:



- Anti-bullying
- Celebrating different cultures
- British values

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

8. Careers Education

The school will work to encompass careers education and guidance into subjects across the curriculum, in line with the Careers Policy.

The school will ensure that every pupil is exposed to the world of work by the age of 14.

The school will engage with and ensure pupils have access to local employers, businesses and professional networks, and providers of post-14, post-16 and post-18 education and training, including by inviting visiting speakers with whom pupils can relate.

From Year 8 all pupils receive a careers lesson once a week. In addition, the school will participate in careers events, on which pupils can participate in meaningful encounters with employers. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transition skills workshops such as CV workshops and mock interviews.
- Mentoring, including online mentoring.
- Employer-delivered employability workshops.
- Business games and enterprise competitions.

9. Reporting and Assessment

All reporting and assessments will be conducted in line with the school's Assessment Policy.

The school's assessment processes will be used to plan for adaptation within curriculum delivery, to ensure all pupils can access each lesson, and to inform individual teaching programmes.



Individual pupil performance and progress will be regularly monitored and reviewed. Informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents. Evaluations and assessments will feed back into future or modified curriculum plans.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance. Assessment of pupils with EAL will take into account the pupils' age, length of time in the UK, previous education and ability in other languages.

10. Equal Opportunities

The school will take account of its duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. When planning and implementing the curriculum, the school will have due regard to the Pupil Equality, Equity, Diversity and Inclusion Policy at all times. Care will be taken within all schemes or work to ensure that all pupils have access to the curriculum content.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure the curriculum does not discriminate against any of the above characteristics.

11. Inclusion

Inclusion Statement of Intent

Brandles School is committed to ensuring that every pupil, regardless of need, background, or circumstance, has access to a curriculum that empowers them to thrive academically, socially, and emotionally. Our inclusive ethos is rooted in trauma-informed practice, therapeutic support, and personalised pathways that recognise the diverse profiles of pupils with Social, Emotional and Mental Health (SEMH) needs.

We believe inclusion is not simply about access to mainstream lessons, but about designing flexible, responsive provision that meets pupils where they are, and supports them to progress towards meaningful outcomes.

This section is written in accordance with:



- The **Equality Act 2010** (duty to eliminate discrimination and advance equality of opportunity).
- The **Children and Families Act 2014** and the **SEND Code of Practice (2015)** (duty to identify and meet the needs of pupils with SEND).
- The **Education Act 2002** (duty to provide a broad and balanced curriculum).
- The **Keeping Children Safe in Education (KCSIE)** statutory guidance.

Principles of Inclusion

Equity of Access - All pupils will have access to a curriculum that is personalised, flexible, and outcome-focused.

Therapeutic Practice - Trauma-informed and restorative approaches underpin teaching, learning, and behaviour management.

Continuity of Care - Provision is designed to ensure smooth transitions between Key Stages and into post-16 pathways.

Collaboration - Inclusion is strengthened through multi-agency partnerships with families, local authorities, and external services.

Accountability - Outcomes are monitored through Key Performance Indicators (KPIs) and reported to stakeholders.

Internal Alternative Provision (IA) – The Hive

The Hive is Brandles School's Internal Alternative Provision (IAP), designed to provide tailored support for pupils who require a nurturing, structured environment beyond the mainstream classroom.

Purpose

- To offer continuity of care for pupils at Key Stage 3 and Key Stage 4 who are not yet ready to fully reintegrate into mainstream lessons.
- To reduce reliance on costly external placements by providing high-quality, therapeutic education on-site.
- To deliver a curriculum that balances academic qualifications, vocational pathways, and therapeutic interventions.

Curriculum Offer

- **Academic Pathways:** Functional Skills in English and Maths.



- **Vocational Pathways:** Opportunities in selected vocational and academic qualifications.
- **Therapeutic Pathways:** Trauma-informed curriculum design, restorative practices, and structured wellbeing activities.
- **Progression Routes:** Reintegration into mainstream lessons where appropriate, or preparation for post-16 education, training, and employment.

Internal Interventions

To ensure inclusion within the curriculum, Brandles School deploys a range of internal interventions:

- **1:1 Mentoring and Tutoring:** Delivered by youth mentors to support literacy, numeracy, and emotional regulation.
- **Small Group Wellbeing Activities:** Focused on social skills, resilience, and community projects.
- **Therapeutic Interventions:** Use of Thrive, Boxall Profiles, and restorative practices to personalise support.
- **Curriculum Adaptations:** Flexible timetabling, personalised learning plans, and integration of digital tools.
- **Pastoral Support:** Access to the internal SEMH-sensitive spaces for reflection and regulation

External Interventions

Inclusion is strengthened through collaboration with external partners, ensuring wraparound support:

- **Mental Health Services:** CAMHS and Mental Health Support Teams (MHST) provide targeted therapeutic input.
- **Local Authority Services:** Herts SfYP and social services support attendance, safeguarding, and progression planning.
- **Post-16 Providers:** Careers & Enterprise Company, Amazing Apprenticeships, and local colleges ensure meaningful transition pathways.
- **Community Partners:** Extended work experience placements, vocational training opportunities, and enrichment activities (e.g., swimming, boxing, yoga).



12. Enrichment Activities

The school will offer pupils a wide range of enrichment trips and activities to enhance their academic learning and personal development.

The school will ensure that all pupils are able to participate in the activities and trips available where possible. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted where it is reasonable to do so, to enable that the pupil can take part.

13. Monitoring and Review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is December 2026

14. Linked Documents

Assessment Policy

Exams Policy

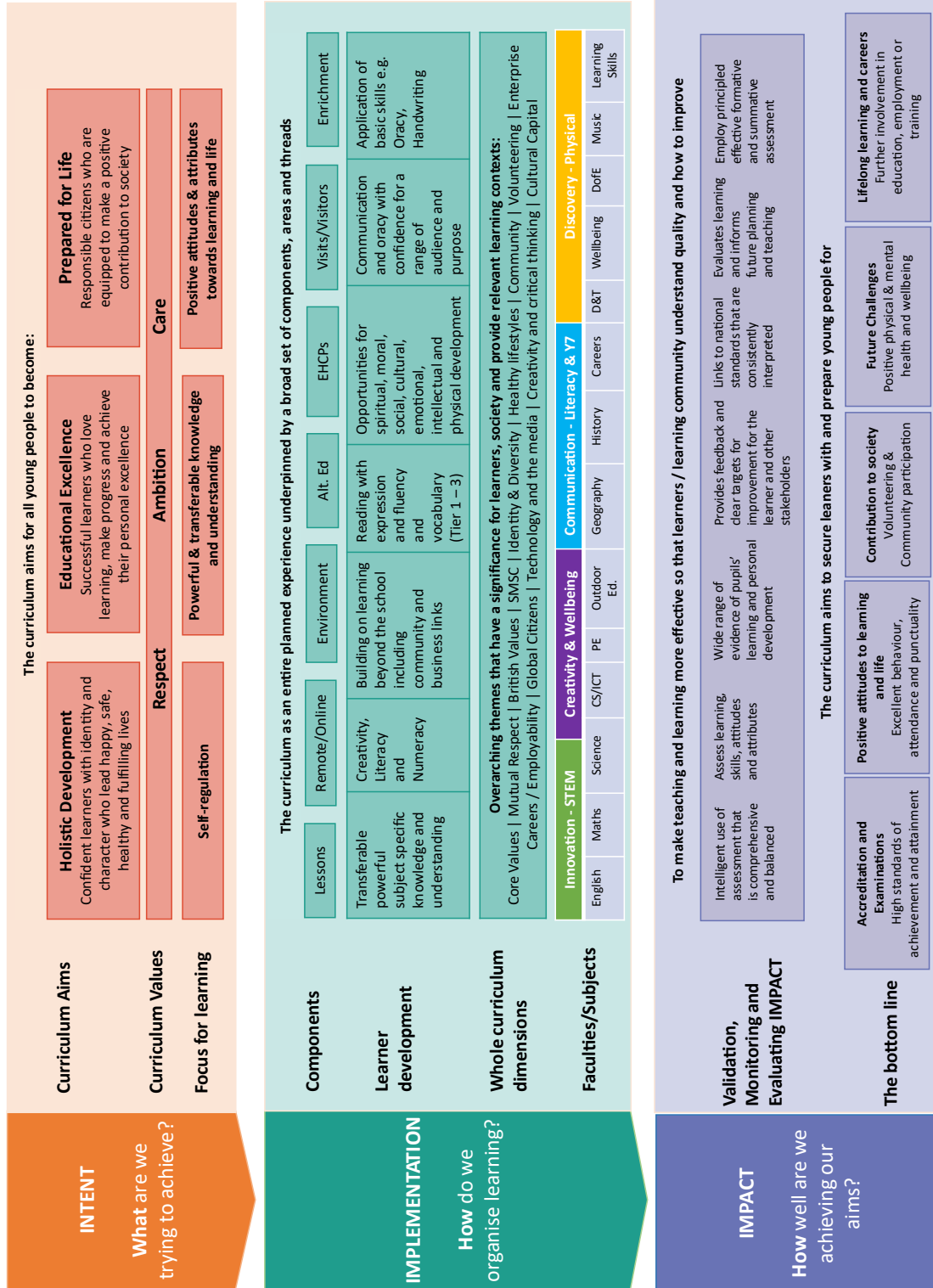
Careers Policy

SEND Policy

Equalities Statement

Curriculum Booklet V2

Appendix 1 – Curriculum at a glance



Appendix 2 – Integrated Curriculum Model



Therapeutic Thinking & Graduated Response Integrated Curriculum Model

