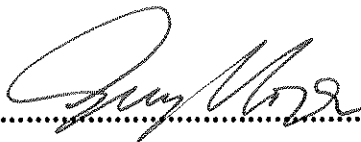


MIAG



Curriculum Policy

Ratified by Chair of Govs:

Signed by 

Date 20/8/25.

Date:

Review Date:

Policy Statement:

MIAG (Meeting Individual Aspirations & Goals) is committed to providing a broad, balanced, inclusive and aspirational curriculum that meets the needs of all learners from Key Stage 2 to Key Stage 4. Our curriculum aims to support learners academically, socially and emotionally to re-engage with education, realise their potential, and develop the knowledge and skills needed for lifelong learning and responsible citizenship.

Vision and Principles:

Our curriculum is built around the core belief that every learner can succeed when given the right support, structure and relationships. We prioritise:

- ↓ Engagement through relational and trauma-informed practice
- ↓ Personalised pathways that address barriers to learning
- ↓ Development of literacy, numeracy, life skills and emotional resilience
- ↓ Integration of SMSC, PSHE and statutory RSHE education throughout the curriculum

Curriculum Aims:

We aim to:

- ↓ Provide a rich, diverse and relevant curriculum that develops academic, social and emotional intelligence
- ↓ Promote learners' spiritual, moral, social and cultural development
- ↓ Equip learners with the skills and knowledge for independence, employability and wellbeing
- ↓ Prepare learners for life in modern Britain, including understanding of democracy, rule of law, individual liberty, mutual respect and tolerance

Curriculum Structure:

MIAG provides a curriculum from Key Stage 2 through to Key Stage 4. It is built around core academic subjects, enriched with therapeutic, vocational and personal development opportunities.

Key Stage 2 Curriculum:

- ↓ English (Literacy and Communication)
- ↓ Maths (Numeracy and Reasoning)
- ↓ Science
- ↓ Topic-based learning (History, Geography, Art)
- ↓ Physical Education
- ↓ PSHE and RSHE
- ↓ SMSC and British Values embedded throughout

Key Stage 3 Curriculum:

- ↓ English
- ↓ Maths
- ↓ Science
- ↓ Humanities (combined History/Geography/Citizenship)
- ↓ PSHE and RSHE
- ↓ ICT and Digital Skills
- ↓ Physical Education
- ↓ Vocational tasters (e.g., Outdoor Learning, Creative Arts)
- ↓ SMSC themes across the timetable

Key Stage 4 Curriculum:

- ↓ Functional Skills in English and Maths
- ↓ ICT/Digital Skills (Functional Skills/Entry Level)
- ↓ Vocational qualifications (e.g. NOCN, ASDAN)
- ↓ Careers Education, Information, Advice and Guidance (CEIAG)
- ↓ PSHE and RSHE (statutory elements)
- ↓ Work Experience or Employability skills programme
- ↓ Enrichment activities and off-site learning
- ↓ SMSC and British Values delivered through lessons, assemblies, projects and keyworker sessions

SMSC (Spiritual, Moral, Social and Cultural) Development:

SMSC development is integral to our curriculum and practice. It is promoted through:

- ↓ Daily interactions, modelling and relational practice
- ↓ Curriculum content and project work (e.g., ethics in science, cultural awareness in literature)
- ↓ Group discussions and enrichment
- ↓ Targeted sessions exploring self-identity, empathy, conflict resolution and respect

PSHE and RSHE Curriculum:

MIAG delivers PSHE and RSHE in line with statutory guidance and DfE frameworks. These areas are taught weekly in a discrete slot and woven through the wider curriculum. Our programme includes:

Core Themes:

- ↓ Health and Wellbeing (physical health, mental health, self-care)
- ↓ Relationships (healthy/unhealthy relationships, consent, respect)
- ↓ Living in the Wider World (careers, money, digital safety)

RSHE Includes:

- ↓ Families and people who care for us
- ↓ Respectful relationships and friendships
- ↓ Online relationships
- ↓ Being safe
- ↓ Puberty, reproductive health, and sex education (tailored sensitively and age-appropriately)

We involve parents/carers in RSHE discussions and offer opt-out rights where applicable.

Personalisation and Differentiation:

Curriculum content and delivery are adapted to meet individual needs, including:

- ↓ Scaffolding and support for SEND needs
- ↓ Therapeutic and trauma-informed adaptations
- ↓ Personalised timetables or reduced curriculum when needed
- ↓ 1:1 interventions and mentoring where deemed appropriate

Assessment and Progress:

Assessment is ongoing, purposeful, and linked to both academic and personal development:

- ↓ Baseline assessments on entry
- ↓ Academic tracking (Functional Skills, Entry Level,, NOCN)
- ↓ Behaviour and engagement monitoring
- ↓ EHCP targets reviewed regularly
- ↓ Case studies to track holistic progress

Curriculum Review and Quality Assurance:

The curriculum is reviewed annually by the Senior Leadership Team in consultation with staff, learners and families. We evaluate:

- ↓ Engagement and attendance
- ↓ Outcomes and progression routes
- ↓ Voice of learners and parents/carers
- ↓ External guidance and statutory requirements

Roles and Responsibilities:

- ↓ SLT: Oversees curriculum design, implementation and compliance.
- ↓ Teachers and Keyworkers: Plan and deliver the curriculum, ensure differentiation and monitor progress.
- ↓ Learners: Take an active role in their education, set personal goals and reflect on progress.
- ↓ Parents/Carers: Engage with curriculum events and support learning.