

MIAG



# Curriculum Policy

Ratified by Chair of Govs:

Signed by ..... 

Date ..... 

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
- ↳ PHSE 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
- ↳ Targeted provision to support pupils with English as an Additional Language (EAL), including adapted language input and vocabulary development
- ↳ Provision informed by ongoing assessment of need and regularly reviewed to monitor access, progress, and impact
- ↳ SLT oversight to ensure inclusive practice and equitable access to the curriculum

## 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.