



Curriculum Policy

Ratified by Chair of Govs:

Signed by 

Date 12/2/26

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
- 🚧 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.