



Whole Centre Curriculum policy

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Ensure that Learning Outside of the Classroom is a central approach to our curriculum delivery.
- Support pupils' spiritual, moral, social, and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment.

2. Legislation and guidance

This policy reflects the requirements for Independent Centres and academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 The governing body/ Proprietors

Agricultural and Rural Centre will establish a governing body which, along with the proprietor's, will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The Centre is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as Functional Skills, Technical Awards and GCSEs are approved by the secretary of state.
- The Centre implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Pupils are provided with independent, impartial careers guidance, and that this is appropriately resourced.

3.2 Headteacher

The headteacher will be responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the Centre chooses to offer, have aims and objectives which reflect the aims of the Centre and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The Centre's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-Centre targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

Other staff will ensure that the Centre curriculum is implemented in accordance with this policy. Each member of the education team take responsibility and are leaders of key curriculum areas, including the curriculum that is carried out at other locations and Alternative providers. All staff will be involved in the review of the curriculum and this policy on a regular basis, taking into account external and internal changes.

4. Organisation and planning

Agricultural and Rural Centre intends to offer all pupils a broad and balanced curriculum that is sequenced to meet pupils' individual needs and ambitions. The curriculum will be designed and delivered through a thematic approach. The curriculum is adapted in an innovative way using a Trauma sensitive approach to develop lively, imaginative, and enquiring minds. Our curriculum is designed to support our pupils to build the skills that are a struggle for them and include them in the process. This includes pupils being given the opportunity of working outside of the classroom where possible, to ensure an in-depth approach to learning. The curriculum puts the health and well-being of the staff and pupils at the core of our learning. *"Understanding trauma is not just about acquiring knowledge. It's about changing the way you view the world". (Dr Sandra Bloom 2007).*

All pupils will have a timetable that includes Core (Mathematics, English, and Physical Education) and None Core subjects (Humanities, PSHE, Relationships and sex education, Biology, Citizenship, Animal care and plant care. All subjects will be supported by

- o Spiritual, moral, social and cultural development
- o British values
- o Careers guidance and employability.

The curriculum will be planned over a twelve-month scheme of work, Yearly curriculum plans and five-year learning journey for each subject, that fits into the National curriculum for Key stage 3 and 4. The curriculum is supported by the comprehensive resources available on site at the Agricultural and Rural Centre and through the use of other community venues for PE/Outdoor provisions, Design technology and Cooking.

5. Inclusion

Teachers will be expected to set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that pupils with SEN can study a range of National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will be trained to deliver lessons through a trauma sensitive approach to take into account the impact of traumatic experiences on students and how these affect their educational experiences.

6. Monitoring arrangements

Governors will monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Centre visits
- Meetings with pupils and staff.
- Headteacher reports.
- Information sessions.

Curriculum leaders monitor the way their subject is taught throughout the Centre by:

- Work scrutinies.
- Learning walks.
- Moderation meetings
- CPD sessions.
- Curriculum leaders will also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher and Governing body. At every review, the policy will be shared with the full governing body and then distributed through our website.

7. Links with other policies

This policy links to the following policies and procedures:

- Admissions policy
- Assessment policy
- Non-examination assessment policy
- SEN and Disability policy.