



**Minerva**  
Learning Trust

## **Curriculum Policy**

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## Changes to this edition

- Updated curriculum principles
- Added curriculum review

## 1. Purpose

We firmly believe that all children, regardless of their background, circumstance or starting point are entitled to a broad and balanced curriculum which challenges and inspires them and enables them to thrive. All of our schools offer a broad, innovative and knowledge-rich curriculum, which is well-planned and sequenced to give students the skills, knowledge and experience they need to be successful in school life and beyond.

As a Trust, we fully support our schools in developing a curriculum which meets the needs of their local context, but which has a strong academic base at its core.

## 2. Aims

This policy sets out our curriculum aims and principles for all schools within our Trust. Our curriculum sets out to:

- To enable all students to be emotionally and physically healthy, to be responsible, active citizens who respect themselves, others and their environment.
- To infuse students with a passion for lifelong learning and encourage them to value learning as a journey to be enjoyed.
- To instil in our students and staff a sense of pride in their own ability and worth.
- For students to learn about the opportunities and choices beyond formal education and their best next steps.
- To ensure the delivery of a broad and balanced curriculum which provides high-quality academic, vocational and experiential learning opportunities

## 3. Links to other documents

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 (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2014) 'The national curriculum in England'
- Careers Policy
- Equality, Diversity and Inclusion Policy
- Personal Development Policy
- Relationships and Health Education Policy
- Secondary Relationships, Sex and Health Education (RSHE) Policy
- Special Educational Needs and Disabilities (SEND) Policy

## 4. Curriculum Entitlement

**All students are entitled to a curriculum which:**

- Secures success through outstanding teaching, celebration of achievement and developing self-confidence and independence.
- Is inclusive, challenging and diverse.
- Includes a strong core of numeracy, literacy, Science, RE, ICT, PE and Personal Development.
- Is relevant to today's society e.g. political awareness, economic astuteness citizenship, social, moral, spiritual and cultural awareness.
- Values and celebrates diversity and embraces cultural heritage and awareness.
- Fosters a sense of identity and community spirit.
- Builds cultural capital and therefore supports students to access a meaningful world.

## 5. Curriculum Principles

Each of our schools works to a common set of curriculum principles from which they develop their plans:

The Trust will ensure a curriculum that:

- Is broad, balanced, ambitious, and diverse, recognising individual needs and talents within and beyond the formal curriculum.
- Enables students to build skills, knowledge and understanding for study and life, leading to outstanding outcomes.
- Is responsive to individual needs through support, challenge, and extension and through appropriate pathways.
- Is explicit and articulated through curriculum milestones that explain exactly what students should know and be able to do at relevant points throughout their course of study.
- Is the progression model – this means that pupil progress is judged by how well they have acquired the knowledge and skills outlined by the curriculum.
- Is adaptable, reflecting the changing needs of the schools and our communities.
- Provides a range of opportunities that will enhance students' life chances and choices.
- Put the needs of individual students above any external accountability pressures.
- Have co-ordinated progression routes which form a continuum of learning through all key stages.
- Work in partnership with parents and students, providing a structured and supportive programme to provide clear guidance on the courses available to students when curriculum choice is available.
- Offer a system of care and guidance which enables our principles to be met through mentoring, academic tutoring and careers guidance.
- Expect all students to follow a programme that meets the demands of the National Curriculum (with the rare exception of individuals who may be dis-applied on the basis of specific educational needs).
- Provide the opportunity for all students to follow a programme which meets the criteria of the English Baccalaureate.
- Offer opportunities for intervention, support and enhancement in key areas according to individual needs.

## 6. Curriculum Offer

### PRIMARY

From the outset in Early Years Foundation Stage (EYFS), the needs and the interests of the child are placed centrally. Each school designs their curriculum to promote excellence in all subjects. Reading, Writing and Maths are at the heart of the primary curriculum and provide a core through EYFS, KS1 (Key Stage 1) & KS2 (Key Stage 2). A well-designed approach to these subjects supports access and achievement in all areas.

**The Early Years (Foundation Stage 1 & 2) will include a minimum of the statutory framework:**

The seven areas of learning and development:

- Communication & Language
- Personal, Social & Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts & Design

**At Key Stage 1 this will include a minimum of the National Curriculum subject suite:**

English, Maths, Science, Design & Technology, History, Geography, Art & Design, Music, Physical Education, Computing and RSHE

**At Key Stage 2 this will include a minimum of the National Curriculum subject suite:**

English, Maths, Science, Design & Technology, History, Geography, Art & Design, Music, Physical Education, Computing, Modern Foreign Languages and RSHE

### SECONDARY EDUCATION

Provision in our secondary schools includes the English Baccalaureate suite of subjects in KS3 (Key Stage 3) for all students and the opportunity to take the corresponding qualifications in key stage 4. The curriculum supports our vision with a continuous five-year learning experience through years 7 to 11 which is supported by strong interleaving of key skills, concepts, and knowledge to ensure that as much learning as possible is practised and remembered and within which a strong foundation of literacy and numeracy skills is embedded.

Additional time for literacy/numeracy and English/maths is provided for those who need it, as are alternative learning pathways at Key Stage 3 and 4.

**At Key Stage 3 this will include a minimum of the National Curriculum subject suite:**

English, Maths, Science, Geography, History, Religious education, a modern foreign language, ICT, Technology subjects, Art, Music, Citizenship and Physical education.

**At Key Stage 4 this will include:**

- A core of English, Maths, Science, ICT and personal development including Religious Education, Citizenship and Physical education.
- A choice of subjects and pathways including opportunities to study the subjects of the English Baccalaureate, Humanities, Languages, Technology and the Arts.
- All our students will receive detailed advice and guidance to ensure they and their parents are fully informed about the range of courses available at Key Stage 4 and are given all relevant information to help them ensure they make the right choice.

**At Key Stage 5 this will include:**

- Provision of the best possible education for all students; a broad and challenging curriculum focused on raising aspirations.
- A Post-16 curriculum that offers a wide range of opportunities including A Level and Level 3 vocational qualification courses to ensure students have positive pathways into Post-18 education, training and careers.
- A well-planned and challenging curriculum that ensures progression from KS4 programmes of study.
- As with KS4, all students are supported through a thorough application process, which ensures they undertake ambitious study programmes that provide challenge and progression.
- GCSE English and Mathematics resit classes are provided for all students without a GCSE grade 9-4.
- At KS5 the supporting enrichment and personal development curriculum is designed to complement student's L3 qualifications and is taught with the same rigour as all subjects. This includes opportunities for academic study time, tutorials and additional enrichment activities.
- Careers education that is targeted and relevant to individual next steps: A comprehensive programme of support to any students who wish to attend leading Universities or to those who aspire to apply for higher-level apprenticeships will be offered. Bespoke and high-quality careers advice and guidance will be a strong feature of our schools.

**Enrichment**

- Each of our schools will offer a wide variety of additional enrichment opportunities ranging from; trips, visits, sports clubs, dance, drama, music, art, debating and many more.
- Most schools will also offer breakfast provision and after-school study clubs; especially during key examination years.
- These rich and diverse activities will inspire our students to try new things, make mistakes and build cultural capital.
- A common feature of all our schools is our sporting success, a long-standing history we are keen to support.

**Relationships and Sex Education (RSE) & SMSC**

- The Trust is committed to high-quality delivery of RSE and SMSC education for all its students.
- In EYFS children will be taught Personal, Social and Emotional Development (PSED) as part of the statutory Early Years Framework



- In KS1 & 2 children will study RSHE which covers all the statutory requirements. Sex Education – which is non-statutory will be taught in Y6
- At key stage 3, 4 and 5 students will study both RSE and SMSC in each of our schools, which covers statutory requirements and more in KS5 (where these are not statutory). The curriculum model and content is designed by each school to meet its individual context. In addition to the core SMSC content, students also experience it across other subjects through a cross-curricular approach.

### **Careers Advice & Guidance**

- A range of internal and externally provided careers advice and guidance will be offered in all our schools, in line with the statutory guidance and Gatsby benchmarks.
- Each of our schools will also meet the requirement of the Baker Clause by supporting the promotion of alternative key stage 4 institutions in our schools.

## **7. Curriculum Review**

The curriculum in each school will be reviewed on a regular basis to ensure that it is fit for purpose and adheres to the principles outlined in this policy. Ongoing curriculum review is the responsibility of senior leaders and subject leaders. Curriculum review should be supported by the Trust's curriculum guidance document, relevant CPD and quality assurance procedures.

## **8. Monitoring and Evaluation**

The delivery of this policy will be monitored through quality assurance activities undertaken by the Trust's Central Team and the school.

This policy will be reviewed by members of the Trust Executive Team bi-annually. At every review, the policy will be approved by the Trust Board.

## **9. Equality Impact Assessment**

The Trust will carry out an Equality Impact Assessment to ensure that policies, procedures, and practices cater for individuals who share protected characteristics in relation to the Equality Act 2010. The purpose of these assessments is to ensure that policies, procedures, and practices within the organisation are fair to all. If unfairness is highlighted, the assessment will also seek to show how this can be changed and, where it cannot be changed, how it can be improved.

The Trust will monitor the impact of the policy to assess whether there is evidence of a detrimental impact on anyone with a protected characteristic because of the application of this policy. The assessment will include consideration of adaptations or changes which can be made to address any issues identified.