



Minerva
Learning Trust

Curriculum Policy

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Contents

Changes to this edition	1
1. Purpose	2
2. Aims	2
3. Links to other documents	2
4. Curriculum Entitlement.....	3
5. Curriculum Principles.....	4
6. Curriculum Offer	5
7. Curriculum Review	6
8. Monitoring and Evaluation	6
9. Equality Impact Assessment	6

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.
- 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).
- 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

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 Y5/6

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.