TOGETHER ST PAULS	**Curriculum Policy**
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OUR CURRICULUM MISSION

At St Pauls, we IMPROVE academic outcomes, DEVELOP the whole child, ENHANCE future aspirations, ACHIEVE success through personalised learning and STRIVE to secure the very best futures for all our young people.

Curriculum Intent

At St Pauls, we treat all students as individuals and provide an individualised curriculum tailored to meet their academic, social, emotional and developmental needs as well as meeting their EHCP outcomes. Our curriculum is flexible, adaptive and responsive, enabling us to create personalised learning packages that support each young person to engage successfully in education and achieve their full potential.

Central to our approach is the importance of building positive relationships. We take time to truly understand our students, their interests, strengths, aspirations, hobbies, and preferred ways of learning. By developing trusting relationships and creating safe, supportive environments, we help students feel secure, valued, and ready to engage in learning.

Our Curriculum and Content

At St Pauls, every student benefits from an individualised learning package designed around their individual strengths, needs, interests and aspirations. We recognise that young people arrive with different educational experiences, levels of attainment and barriers to learning. Through comprehensive assessment, regular review and close collaboration with families, professionals and the students themselves, we create personalised learning pathways that support academic progress, personal development and emotional wellbeing. These bespoke packages may include a

combination of core subjects, vocational learning, therapeutic support, enrichment activities, life skills development and careers education, ensuring each student receives an education that is both meaningful and achievable.

Due to having students join throughout the academic year, either in KS3 or KS4, we follow our pathway framework (Appendix 1).

Core Subjects

We place a strong emphasis on English and Mathematics, recognising these subjects as the foundation for future success. These subjects are taught using personalised approaches, adapted to suit individual learning styles, abilities, and needs.

We understand that learning does not only happen at a desk. Wherever possible, education is taken beyond the classroom through practical activities, community experiences, educational visits, and real-world learning opportunities. Lessons are often delivered in environments where students feel most comfortable and able to succeed.

Students are provided with access to a range of learning environments, including quiet workspaces, small group teaching, and one-to-one support where appropriate. Staff work closely with students to ensure learning is meaningful, relevant, and enjoyable, often integrating subjects together to create purposeful learning experiences.

Vocational Learning

Alongside the core curriculum, all students are offered vocational learning opportunities, enabling them to develop practical skills and explore future career pathways. These may include ASDAN programmes or more formal qualifications such as BTEC courses, depending on individual interests, abilities, and aspirations.

Our vocational offer helps students build confidence, independence, employability skills, and positive attitudes towards learning and future employment.

We also offer students opportunities to access high-quality alternative provision placements where appropriate. These placements allow young people to develop practical skills, gain hands-on experience and build a working knowledge of vocational subjects that align with their interests, strengths and future aspirations. Alternative provision can support engagement, confidence, attendance and employability skills, whilst providing valuable opportunities to experience learning in real-world environments. Students are carefully matched to suitable provisions, and their progress is monitored regularly to ensure that the provision contributes positively to their personalised learning package and long-term outcomes.

Personal Development and Wellbeing

Personal, Social, Health and Education (PSHE) plays a vital role within our curriculum. Our PSHE programme follows national guidance while also remaining responsive to issues affecting our students locally, nationally, and globally. This ensures learning remains relevant and supports young people to navigate the challenges of modern life. We offer all students the opportunity to complete a BTEC in Person Growth and Wellbeing at a level that is appropriate to them.

A strong pastoral offer is embedded throughout our curriculum. Teaching assistants, key staff, and external counselling providers work together to support students' emotional wellbeing, resilience, and personal growth. Through a trauma-informed approach, we recognise that students may need additional support to re-engage with education, and we balance high aspirations with appropriate care and understanding.

Reading and Literacy

We are committed to developing both the skills and enjoyment of reading. Our dedicated reading programmes aim to improve literacy, build confidence, expand vocabulary, and foster a lifelong love of books. Reading opportunities are embedded across the curriculum and tailored to meet individual starting points.

Enrichment and Life Experiences

An extensive enrichment programme complements our formal curriculum. Through educational visits, outdoor activities, community projects, and life experiences, students develop confidence, independence, social skills, and cultural awareness.

We believe these experiences are essential in helping our young people become valued, responsible, and respected members of their communities while preparing them for adulthood and future success.

Careers Education

Preparing students for their next steps is a key aspect of our curriculum. A dedicated careers adviser works closely with students to help them explore future pathways, raise aspirations, and develop realistic plans for further education, training, employment, and independent living.

Equality, Diversity and Protected Characteristics

At St Pauls, we are committed to promoting equality, diversity, and inclusion throughout every aspect of school life. Protected Characteristics, as defined by the Equality Act 2010, are embedded within our curriculum to foster understanding, respect, and tolerance.

We believe it is important that all young people gain an understanding of the diverse society in which they live and learn to value and respect others. Through carefully planned learning opportunities, students are introduced to positive role models from a wide range of backgrounds, cultures, ethnicities, faiths, genders, abilities, and life experiences.

We actively challenge discrimination, remove barriers to learning, and promote equality of opportunity for all. No student should be disadvantaged because of their identity, background, or additional needs.

Strong partnerships with families, carers, and the wider community help us reinforce these values. We regularly celebrate achievements, share learning experiences, and create opportunities for students to contribute positively to society.

Spiritual, Moral, Social and Cultural Development (SMSC)

At St Pauls, we recognise the importance of supporting students' spiritual, moral, social and cultural development as part of their overall education and personal growth. SMSC development is embedded throughout our curriculum and wider school community, helping students develop the knowledge, understanding and skills needed to become confident, responsible and respectful members of society.

All curriculum areas contribute to students' SMSC development through learning experiences that encourage reflection, curiosity, empathy and respect for others. We celebrate diversity and promote understanding of different cultures, beliefs, values and life experiences. The beliefs and traditions of all faiths, as well as those who hold no religious belief, are respected and explored in an inclusive and sensitive manner.

Through positive relationships and role modelling, staff demonstrate the values we expect from our students. We encourage young people to understand the impact of their actions on others, develop a strong sense of right and wrong, and take responsibility for their choices. Students are supported to value themselves, develop self-confidence and show respect, kindness and tolerance towards others.

Opportunities to promote SMSC development are woven throughout lessons, enrichment activities, educational visits, community engagement projects and the pastoral support provided across the school.

Fundamental British Values

At St Pauls, we actively promote the Fundamental British Values of:

- Democracy
- The Rule of Law

- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

These values underpin our curriculum, ethos and daily interactions. They are taught explicitly through PSHE, citizenship, careers education and thematic curriculum activities, while also being reinforced through everyday school life.

Students are encouraged to actively participate in decision-making processes and have opportunities to share their views and influence aspects of school life. Through these experiences, they develop an understanding of democracy and the importance of having their voices heard.

We help students understand the importance of laws, rules and boundaries in keeping people safe and ensuring fairness within society. Students learn about the role of public institutions, including the police, courts, local authorities and government, and how they contribute to maintaining a safe and democratic society.

Individual liberty is promoted by encouraging students to make informed choices, express their views respectfully and develop independence, whilst understanding the responsibilities that accompany personal freedoms.

Mutual respect and tolerance are central to our inclusive school community. Students are taught to value diversity and appreciate different backgrounds, cultures, beliefs and lifestyles. We actively challenge stereotypes, prejudice and discrimination, helping students develop the understanding and confidence needed to build positive relationships in modern Britain.

Through our curriculum and wider educational experiences, we aim to ensure that all students develop:

- An understanding of how democratic processes influence decision-making.
- An appreciation of the importance of the rule of law in protecting individuals and communities.
- Knowledge of the roles and responsibilities of public institutions.
- Respect for individual rights and freedoms.
- An understanding of different faiths, cultures and beliefs.
- The ability to recognise, challenge and prevent discrimination and prejudice.
- The skills and confidence to contribute positively to their communities and wider society.

By embedding SMSC development and Fundamental British Values throughout school life, we prepare our young people to become responsible, respectful and active citizens who can thrive in a diverse and ever-changing world.

Monthly Focus Days

Throughout the year, students participate in themed focus days that provide opportunities for deeper learning and celebration of important national and global events. These may include activities linked to World Book Day, Mental Health Awareness Week, Black History Month, careers education, and other significant themes that enrich students' understanding of the wider world.

Assessment and Reporting

At St Pauls, assessment plays a vital role in ensuring that all students make meaningful progress and receive an education that is appropriately challenging, engaging and responsive to their individual needs. We use assessment to identify strengths, recognise achievements, address gaps in learning and inform future planning across the curriculum.

Given the personalised nature of our provision, assessment is tailored to the individual learner and takes account of both academic and personal development outcomes. Through ongoing formative assessment and termly teacher assessments, staff monitor progress, evaluate the effectiveness of teaching and ensure that learning programmes remain appropriately matched to each student's needs and aspirations.

Academic progress is measured through a range of methods, including:

- Baseline assessments on entry.
- Ongoing teacher assessment.
- Termly progress reviews.
- Completion of accredited qualifications and units of work.
- Formal examinations and externally accredited qualifications.
- ASDAN and BTEC assessment criteria and coursework.
- Reading and literacy assessments.
- Curriculum-specific assessment activities.

All of our students have Education, Health and Care Plans (EHCPs), and their individual targets and outcomes form an important part of our assessment process. EHCP annual reviews provide opportunities to evaluate progress towards outcomes,

identify next steps and ensure that provision continues to meet students' needs effectively.

As part of our initial assessment process, students may be screened for indicators of dyslexia and other specific learning difficulties where concerns have been identified through previous educational records, professional recommendations or our own observations. Screening information is used to inform personalised learning packages, classroom strategies and appropriate interventions to ensure students can access the curriculum successfully. Outcomes are shared with parents, carers and relevant professionals where appropriate and contribute to the planning of effective support.

Alongside academic achievement, we place significant value on personal development. Our Personal Development Framework allows staff to assess and monitor progress in areas such as emotional regulation, resilience, independence, communication, social skills, attendance and engagement. These outcomes are often equally important in preparing students for successful futures beyond St Pauls.

Reporting to Parents and Carers

We believe that strong partnerships between home and school are essential in supporting student progress and success. Regular communication ensures that parents and carers remain informed and involved in their child's educational journey.

Progress is shared through:

- Regular telephone calls and email communication.
- Informal updates from key staff and teachers.
- Formal progress reports where appropriate.
- EHCP annual review meetings.
- Parent and carer meetings with the SENCo and other relevant staff.
- Reviews of academic, personal development and wellbeing outcomes.

Parents and carers are encouraged to visit the school, attend meetings and engage with staff regularly. We welcome opportunities for families to see learning in action, celebrate achievements and review examples of work completed by their child.

Through our collaborative approach to assessment and reporting, we ensure that students, families and professionals have a clear understanding of progress, achievements and next steps, enabling every young person to be supported effectively in reaching their full potential.

Our Commitment

Our curriculum is delivered by experienced, skilled, motivated, and passionate staff who are committed to improving both academic outcomes and personal

development. We provide warm, nurturing environments where students feel safe, understood, and supported to achieve their full potential.

Through a personalised, ambitious, and trauma-informed approach, we aim to equip every young person with the knowledge, skills, confidence, and resilience they need to thrive in education, their community, and beyond.

Legal and Statutory Framework

This policy has been developed with regard to the following legislation and statutory guidance:

Education and Curriculum

- Education Act 2002
- Education and Skills Act 2008
- The Education (Independent School Standards) Regulations 2014
- Independent School Standards Guidance (DfE) which requires schools to provide a broad, balanced curriculum and promote pupils' spiritual, moral, social and cultural development. [assets.pub...ice.gov.uk]

Special Educational Needs and Disabilities (SEND)

- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 Years
- Education, Health and Care Plan (EHCP) statutory guidance

These frameworks support our personalised curriculum and provision for students with identified special educational needs and disabilities.

Equality and Inclusion

- Equality Act 2010
- Public Sector Equality Duty

These place a duty on schools to eliminate discrimination, advance equality of opportunity and foster good relations between individuals with protected characteristics

Subject overview

English and Literacy	Our English and Literacy provision is delivered through small group teaching and one-to-one support, allowing learning to be tailored to each student's individual needs and abilities. Upon admission, students complete an initial assessment to establish their current attainment levels, identify strengths and areas for development, and highlight any gaps in learning. This information is used to create a bespoke learning package that enables students to make meaningful progress from their starting points. Students follow accredited pathways appropriate to their ability, including Functional Skills qualifications from Entry Level 1 to Level 2 and GCSE English Language where appropriate. We are committed to developing both literacy skills and a love of reading. All students participate in our dedicated reading programme, which includes reading age assessments and targeted interventions designed to improve reading fluency, comprehension, vocabulary and confidence. Through personalised support, we aim to ensure that every student develops the literacy skills needed for future education, employment and independent living.
Maths	Mathematics is delivered through small group teaching and one-to-one support to ensure learning is accessible, engaging and appropriately challenging. Students undertake an initial assessment on entry to identify their level of understanding and any gaps in previous learning. This enables staff to plan personalised learning programmes that support progress and build confidence in mathematical skills. Students work towards accredited qualifications appropriate to their individual needs and abilities, including Functional Skills qualifications from Entry Level 1 to Level 2 and GCSE Mathematics where appropriate. Learning focuses on developing practical mathematical skills alongside subject knowledge, enabling students to apply mathematics confidently in everyday situations and future employment.

Vocational	Vocational learning forms an important part of our curriculum, allowing students to develop practical skills, explore interests and prepare for future careers. We offer a range of vocational subjects, including but not limited to: • Sport • Construction • Cooking and Hospitality Students may work towards ASDAN programmes or BTEC qualifications from Entry Level 3 to Level 2, depending on their individual pathway and aspirations. Where students identify a particular career interest, they may also access carefully selected alternative provision placements. These opportunities allow students to gain practical experience and develop a deeper understanding of their chosen vocational area through real-world learning experiences. Alternative provision placements are closely monitored to ensure they contribute positively to each student's educational outcomes and future aspirations.
PSHE	PSHE is a key element of our curriculum and is delivered through dedicated sessions within each student's bespoke timetable. Our curriculum supports students to develop the knowledge, skills and understanding needed to lead safe, healthy and successful lives. Topics are delivered in line with statutory guidance and include: • Families and healthy relationships • Respectful relationships • Online safety and digital awareness • Personal safety and risk management • Physical and mental health • Intimate and sexual relationships • Living in the wider world In addition to our planned curriculum, we deliver responsive and reactive PSHE sessions that address emerging issues, current affairs, local concerns and events affecting our students and communities.

	Students in Year 10 and above also have the opportunity to complete the BTEC Level 1 Award in WorkSkills, helping them develop employability skills, workplace knowledge and preparation for adulthood.
PE	Physical activity plays an important role in promoting positive physical health, emotional wellbeing and resilience. Students have opportunities to participate in PE activities every day, with provision tailored to their interests, abilities and individual needs. Activities may include: • Football • Basketball • Boxing • Fitness training • Personal training programmes • Outdoor activities Our personalised approach encourages participation and engagement, helping students develop confidence, teamwork, self-discipline and healthy lifestyle habits. Students who demonstrate a particular interest or talent in sport are encouraged to access our vocational sports provision and explore potential career pathways within the sports industry.
Enrichment	Our enrichment curriculum broadens students' experiences beyond the classroom and supports their personal development, wellbeing and independence. Through a range of educational visits, community-based activities, cultural experiences and life skills opportunities, students are encouraged to develop confidence, resilience and social skills while exploring new interests and experiences. The aims of our enrichment curriculum are to: • Develop confidence, independence and resilience. • Promote teamwork, communication and leadership skills. • Encourage healthy and active lifestyles. • Build cultural awareness and community engagement. • Support wellbeing through creative, physical and social activities. • Provide opportunities to discover new talents, interests and aspirations.

	• Develop life skills that prepare students for adulthood. • Foster positive relationships with peers and the wider community. Our enrichment offer is an important part of our commitment to providing a holistic education that develops the whole child and prepares young people for successful futures beyond St Pauls.

Appendix 1

Curriculum Pathways Overview.docx