



The Parks School

Motivate • Challenge • Support

Curriculum Policy

“Our mission is to **inspire** growth, **nurture** potential and **support** one another with **passion**, upholding **integrity** and fostering **respect** whilst promoting **empowerment** with everything we do”

CURRICULUM POLICY

Policy Version: September 2026

Review Date: September 2027

Policy Lead: Headteacher / Curriculum Lead

Approved By: Proprietor

1. Statement of Intent

At The Parks School, we believe that every young person is entitled to a broad, balanced, ambitious and relevant curriculum that enables them to achieve academically, develop personally and prepare successfully for adulthood.

We recognise that many of our pupils have experienced disrupted education, trauma, social, emotional and mental health (SEMH) difficulties, adverse childhood experiences (ACEs), SEND needs and barriers to learning. Our curriculum is therefore designed to be flexible, therapeutic, personalised and aspirational.

The curriculum seeks to develop the knowledge, skills, understanding and personal qualities necessary for pupils to become confident, resilient and successful members of society.

2. Curriculum Vision

Our curriculum is built around three core principles:

MOTIVATE

We inspire pupils to engage in learning, recognise their strengths and develop aspirations for the future.

We will:

- Provide engaging and meaningful learning experiences.
- Celebrate progress and achievement.
- Promote confidence and self-belief.
- Encourage curiosity and creativity.
- Raise aspirations and ambition.

CHALLENGE

We provide high expectations and ambitious learning opportunities.

We will:

- Deliver a curriculum that promotes progress for all.
- Develop resilience and independence.
- Encourage critical thinking and problem solving.
- Support pupils to take responsibility for their learning.
- Prepare pupils for further education, employment and adulthood.

SUPPORT

We recognise that every pupil learns differently.

We will:

- Deliver adaptive teaching.
- Remove barriers to learning.
- Provide targeted interventions.
- Support emotional wellbeing.
- Personalise learning pathways.

3. Legal Framework

This policy is informed by:

- Independent School Standards Regulations
 - Keeping Children Safe in Education (Current Edition)
 - SEND Code of Practice (0–25 Years)
 - Children and Families Act 2014
 - Equality Act 2010
 - Relationships, Sex and Health Education Guidance
 - Careers Guidance and Gatsby Benchmarks
 - Ofsted Education Inspection Framework
 - Working Together to Safeguard Children
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4. Curriculum Aims

The Parks School curriculum aims to:

- Promote academic achievement.
 - Improve literacy and numeracy.
 - Develop communication skills.
 - Foster independence and resilience.
 - Promote emotional wellbeing.
 - Develop social and interpersonal skills.
 - Support preparation for adulthood.
 - Promote British Values.
 - Encourage positive mental health.
 - Improve life chances and future opportunities.
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5. Curriculum Intent

Our curriculum is designed to:

Be Ambitious

Providing opportunities for all pupils to achieve recognised qualifications and experience success.

Be Inclusive

Meeting the needs of all pupils regardless of background, ability or need.

Be Relevant

Linking learning to real-life experiences, careers and future aspirations.

Be Therapeutic

Recognising the impact of trauma, SEMH needs and adverse childhood experiences.

Be Flexible

Responding to individual strengths, interests and learning needs.

6. Curriculum Structure

The curriculum includes:

Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- Humanities
- Computing
- Physical Education
- Art and Creative Activities
- Technology
- Outdoor Education

Personal Development Curriculum

- PSHE
 - RSHE
 - British Values
 - Citizenship
 - Careers Education
 - Mental Health and Wellbeing
 - Online Safety
 - Personal Safety
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7. Literacy and Numeracy

Literacy and numeracy remain central priorities.

The school will:

- Assess literacy and numeracy on entry.
- Deliver targeted interventions.
- Embed literacy across the curriculum.
- Promote reading for pleasure.
- Develop communication skills.
- Support functional numeracy in everyday contexts.

All staff share responsibility for improving literacy and numeracy outcomes.

8. Adaptive Teaching

The Parks School adopts an adaptive teaching approach.

Teachers will:

- Respond to individual learning needs.
- Differentiate support appropriately.
- Use assessment to inform planning.
- Provide appropriate challenge.
- Remove barriers to participation.

Adaptive teaching will reflect SEND, SEMH and individual learning profiles.

9. Personal Development

Personal Development is embedded throughout the curriculum.

This includes:

- Emotional literacy.
- Self-regulation.
- Healthy relationships.
- Mental health awareness.
- Community participation.
- Citizenship.
- Respect and tolerance.
- Personal safety.

The curriculum supports pupils to become responsible and active citizens.

10. Careers and Preparation for Adulthood

Preparation for adulthood is a key curriculum priority.

Pupils will access:

- Careers education.
- Independent careers guidance.
- Employer encounters.
- Workplace experiences.
- Vocational learning.
- College visits.
- Employability skills.

The curriculum supports positive post-16 destinations and long-term success.

11. SEND and SEMH Provision

The curriculum reflects the needs of pupils with:

- Education, Health and Care Plans (EHCPs).
- SEMH needs.
- Neurodiversity.
- Communication difficulties.
- Additional learning needs.

Individual outcomes and support strategies will inform curriculum planning.

12. Assessment

Assessment will:

- Identify starting points.
- Measure progress.
- Inform teaching.
- Identify interventions.
- Celebrate achievement.

The school uses a range of formative and summative assessment methods appropriate to individual needs.

13. Enrichment and Wider Opportunities

Pupils will have access to:

- Educational visits.
- Outdoor learning.
- Sporting activities.
- Community projects.
- Creative opportunities.
- Leadership opportunities.
- Work-related learning.

These experiences enhance personal development and engagement.

14. Safeguarding Through the Curriculum

The curriculum contributes to safeguarding through education about:

- Healthy relationships.
- Online safety.
- Exploitation risks.
- Mental health.
- Consent.
- Substance misuse.
- Personal safety.
- Radicalisation and extremism.

Safeguarding themes are embedded across curriculum areas.

15. Equality, Diversity and Inclusion

The curriculum promotes:

- Equality of opportunity.
- Diversity and inclusion.
- Protected characteristics.
- Respect and tolerance.
- Positive relationships.

Discrimination and prejudice are actively challenged.

16. Monitoring and Evaluation

The Headteacher and Curriculum Lead will monitor:

- Curriculum implementation.
- Quality of teaching.
- Assessment outcomes.
- Personal development.
- Attendance and engagement.
- Pupil voice.
- Destination outcomes.

Curriculum effectiveness will be reviewed annually.

Related Policies

- Teaching & Learning Policy
 - Assessment Policy
 - SEND Policy
 - Careers Policy
 - Behaviour, Relationships & Positive Development Policy
 - Safeguarding, Child Protection and Early Help Policy
 - Online Safety Policy
 - Equality, Diversity & Inclusion Policy
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