

Ethos Academy Trust

# Curriculum Policy

January 2026

1	Summary	Trust Curriculum Policy				
2	Responsible person	Headteacher				
3	Accountable ELT member	Kate Hewson (Chief Education Officer)				
4	Applies to	School staff				
5	Trustees and/or individuals who have overseen development of this policy	Learning and Achievement committee				
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Executive Headteacher				
8	Ratifying committee(s) and date of final approval	Learning and Achievement committee January 2026				
9	Version Number	1.0				
10	Available on	Every	Y /N	Trust Website	Y/	N
				Academy Website	Y/	N
				Staff Portal	N	
11	Related documents (if applicable)					
12	Disseminated to	All staff				
13	Date of implementation (when shared)	January 2026				
14	Date of next formal review	January 2028				
15	Consulted with Recognised Trade Unions	At local level				

Date	Version	Action	Summary of changes
15/01/2026	1.0		Re-write to Trust-wide policy

## Contents

Curriculum Policy: Ethos Academy Trust .....	3
1. Purpose of the Policy .....	3
2. Statutory Context.....	3
3. Trust Curriculum Vision.....	3
4. Curriculum Principles .....	4
5. Curriculum Structure: Trust Expectations.....	4
6. Inclusion and SEND .....	4
7. Assessment and Curriculum Impact .....	5
8. Personal Development and Enrichment.....	5
9. Monitoring and Review.....	5
10. Roles and Responsibilities.....	5
11. Publication .....	6

## Curriculum Policy: Ethos Academy Trust

### 1. Purpose of the Policy

This policy sets out the principles, aims, and statutory requirements that underpin the curriculum across all schools within Ethos Academy Trust.

It ensures that:

- All pupils receive a broad, balanced, ambitious, and inclusive curriculum
- Statutory duties are met consistently across the Trust
- Individual schools retain the flexibility to meet the needs of their pupils and communities
- This policy should be read alongside:
  - Teaching and Learning Policy
  - Assessment Policy
  - SEND Policy
  - Equality and Accessibility Policies

### 2. Statutory Context

The curriculum across the Trust complies with:

- The Education Act 2002
- Academies Act 2010
- DfE National Curriculum Framework
- EYFS Statutory Framework (where applicable)
- Keeping Children Safe in Education
- Equality Act 2010
- All schools ensure that:
  - The National Curriculum is taught where required
  - Religious Education is provided in line with statutory guidance and, where appropriate, adapted to meet the needs of pupils in special or alternative provision
  - Relationships, Sex and Health Education (RSHE) is delivered in line with statutory guidance, with appropriate consultation and regard for parental rights.
  - Careers education meets statutory requirements (secondary/post-16)

### 3. Trust Curriculum Vision

Across Ethos Academy Trust, the curriculum aims to:

- Be ambitious for all, particularly the most vulnerable
- Promote high academic standards alongside personal development
- Be inclusive and accessible, with reasonable adjustments where needed

- Support pupils to develop knowledge, skills, and character
- Prepare pupils for next steps in education, employment, or training
- The Trust recognises that curriculum intent, implementation, and impact must reflect the context and needs of each school, while aligning with shared Trust values.

#### 4. Curriculum Principles

All Trust schools commit to the following principles:

- Breadth and balance: pupils access a wide range of subjects
- Sequencing and coherence: learning builds logically over time
- Inclusion: curriculum is designed with SEND and disadvantaged pupils in mind
- Cultural capital: pupils gain knowledge and experiences beyond their immediate context
- Personal development: curriculum supports SMSC, British values, and wellbeing

#### 5. Curriculum Structure: Trust Expectations

All schools must:

- Offer a curriculum aligned to statutory requirements
- Ensure curriculum time is protected to ensure pupils have sufficient opportunity to secure and retain learning
- Ensure progression from starting points
- Allocate sufficient curriculum time to core subjects
- Provide access to enrichment opportunities
- School-Level Adaptation

Each school will publish a School Curriculum Statement which includes:

- Curriculum intent for each phase/key stage
- Subject offer and timetabling
- Rationale for curriculum design decisions
- Adaptations for local context (e.g. AP/SEND focus, cohort needs)

#### 6. Inclusion and SEND

The Trust is committed to ensuring that all pupils:

- Can access the curriculum
- Are supported to achieve ambitious outcomes
- Receive appropriate adaptations, scaffolding, or alternative pathways
- Schools will:
  - Align curriculum planning with EHCPs and SEND support plans
  - Use adaptive teaching approaches
  - Monitor access and outcomes for vulnerable groups

## 7. Assessment and Curriculum Impact

Across the Trust:

- Students are baselined on entry and retested at specific windows
- Assessment supports learning, not excessive data collection
- Curriculum impact is evaluated through pupil outcomes, work scrutiny, and pupil voice
- Schools use assessment to inform teaching and curriculum refinement
- Assessment approaches may vary by phase or context but must align with Trust principles.

## 8. Personal Development and Enrichment

All schools ensure that the curriculum:

- Promotes SMSC and British values
- Supports PSHE and RSHE education
- Provides opportunities for enrichment, experiences, and wider learning
- This may include:
  - Trips and visits
  - Careers education
  - Extra-curricular and/or preparation for adulthood activities
  - Targeted interventions and mentoring

## 9. Monitoring and Review

The Trust will:

- Monitor curriculum quality through reviews, visits, professional dialogue and Raising Standards Boards
- Support schools through collaboration and shared practice
- Review this policy every 2 years or in response to statutory changes

School leaders are responsible for:

- Ensuring implementation at school level
- Reviewing their School Curriculum Statement annually

## 10. Roles and Responsibilities

### **Trust Board/delegated committee**

- Approves the curriculum policy
- Holds leaders to account for implementation

### **Executive Leadership**

- Ensures alignment, where appropriate, across schools

- Provides support and challenge

### Headteachers

- Implement the policy within their school context
- Ensure curriculum quality and compliance

### Staff

- Deliver the curriculum in line with agreed principles

## 11. Publication

Each school will publish:

- This Trust Curriculum Policy
- A School Curriculum Statement
- Subject-level information as required by DfE guidance

### Appendix: Example Curriculum Statements for websites:

Example One (PRU):

[School Name], part of Ethos Academy Trust, provides a curriculum that is ambitious, inclusive, and carefully adapted to meet the needs of our pupils.

Our curriculum is designed to:

- Re-engage pupils with learning
- Build confidence, resilience, and independence
- Secure essential knowledge and skills for future education, employment, or training

We prioritise core learning in English, mathematics, and wider curriculum subjects, alongside personal development, communication, and emotional wellbeing.

Learning is well-sequenced, flexible, and responsive to pupils' starting points, with opportunities to revisit and deepen understanding over time.

Teaching is adaptive and informed by pupils' individual needs, including EHCP outcomes where applicable. Reasonable adjustments, targeted support, and therapeutic or vocational elements are used where appropriate to ensure access and success.

Our curriculum also supports pupils' social, emotional, and mental health, promoting positive relationships, self-regulation, and readiness for the next stage of education or training.

Example Two (Special):

[School Name], part of Ethos Academy Trust, provides a curriculum that is ambitious, inclusive, and designed to meet the individual needs of pupils with SEND.

Our curriculum aims to ensure that all pupils:

- Access a broad and balanced curriculum

- Develop essential knowledge, skills, and independence
- Are well prepared for their next stage of learning or adulthood

Learning is carefully sequenced and builds progressively from pupils' starting points. Teaching is adaptive, with reasonable adjustments, scaffolding, and targeted support to ensure pupils can engage meaningfully with learning. Curriculum planning is closely aligned with EHCP outcomes and individual support plans where applicable.

Alongside academic learning, the curriculum promotes communication, personal development, and emotional wellbeing, supporting pupils to build confidence, resilience, and positive relationships.

Our curriculum is reviewed regularly to ensure it remains inclusive, effective, and responsive to pupils' needs.