



Curriculum Statement

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1. Purpose of Policy

Bohunt Education Trust (the Trust) has introduced this Policy to provide the operational framework within which its ethos of Enjoy Respect Achieve and its vision of developing Game-changers is reflected in its Curriculum and to ensure its legal duties and charitable purposes are met effectively.

2. Legislation and Guidance

This Policy complies with and discharges the Trust's legal duties with respect to:

- Academies Act 2010
- Education (Independent School Standards) Regulations 2014
- Equality Act 2010
- SEND Code of Practice 2015
- KCSiE as updated from time to time
- Statutory guidance on Curriculum issued by DfE from time to time (eg with respect to RSE, Health, British Values, RE)

This policy also complies with our funding agreement, which requires the Trust to provide a broad and balanced curriculum in accordance with statutory requirements and our articles of association.

3. Definitions

CPD means continuing professional development

EBacc means the English Baccalaureate

KS3 means Key Stage 3

KS4 means Key Stage 4

SEN means special educational needs

RSE means relationship and sex education

NEET means Not in Education, Employment or Training

4. Equalities Assessment Impact Statement

The Trust is committed to treating all people equally and with respect irrespective of their age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex, or sexual orientation. We are committed to eliminating discrimination and recognise children's diverse circumstances. We ensure all children have the same protection, and ensure we comply with our duties under the Equality Act 2010. We have reviewed the effect of this policy on those who may face additional or different barriers to securing its benefits than the population as a whole and have identified the following groups:

- those with any protected characteristic
- those who for any other reason related to their own personal circumstances may be at risk of bullying or harassment. Examples could include those who are less able to participate in

activities due to health or medical needs (that are not disabilities); have caring or other responsibilities or family or household circumstances.

This Policy further seeks to support harmonious interactions between all members of our community and heighten awareness of the laws in place to prevent unfair treatment arising from any protected characteristic or any other personal or individual circumstance.

5. Roles and Responsibilities

5.1 All Staff

All teaching staff are responsible for:

- Ensuring they have a thorough working knowledge, including through attending induction and/or undertaking CPD where necessary or directed, of the curriculum, and its delivery within BET.
- Delivering the curriculum in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Adhering to the BET Principles of Teaching
- Following the BET Programmes of Study and using the BET Knowledge Organisers as the basis for the essential knowledge/skills that students should know/be able to do.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities. This includes adhering to the BET Feedback Protocols
- Identifying any areas of concern relating to children and their learning, development and emotional needs. This includes adhering to the BET AI Protocols
- Being ambitious for all children and young people including those with SEN, those eligible for the Pupil Premium (PP) and any other children and young people for whom the barriers in accessing the curriculum are greater than the majority of children and young people

5.2 Trust Board

The Trust Board will be responsible for:

- Being satisfied that this policy delivers the Trust's legal duties with respect to teaching a broad and balanced curriculum that is developed in consultation with the Schools and meets all statutory requirements and that enough teaching time is provided for children and young people to cover requirements of funding agreement
- Understanding how the Trust ensures there is a robust framework in place for: setting curriculum priorities and aspirational targets; that delivers its duties to provide a broad and balanced curriculum; and delivers the required statutory assessment arrangements
- Being satisfied proper provision is made for children and young people with different abilities and needs, including children with special educational needs (SEN)
- Holding the CEO to account to demonstrate how all staff are ambitious for all children and young people including those with SEND, those eligible for the Pupil Premium (PP) and any other children and young people for whom the barriers in accessing the curriculum are greater than the majority of children and young people
- Monitoring that the schools implement the relevant statutory assessment arrangements, including the BET Assessment Programme.

- Children and young people from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately in accordance with legislation

5.3 CEO

The CEO is accountable to the BET Board for the implementation of this Policy and, assisted by the Director of Education, may set the broad parameters within which each school can operate. These include, but are not limited to: minimum hours for certain subjects or groups, overarching direction on curriculum aims and implementation and how the curriculum impact is to be measured.

5.4 Heads of Schools

The Heads of Schools are responsible for ensuring that:

- All required elements of the curriculum are implemented and delivered within the School, and demonstrate how the needs of individual children and young people will be met,
- Each School creates a culture where children can proactively access and experience all aspects of the School's enriching life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life, and ensuring the different abilities and needs of all children are met including those with SEN.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains as well as engagement in CPD
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment, and that the School's procedures for assessments meet all statutory requirements and all reporting requirements across Trust as a whole are delivered
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant policies, practices and procedures.
- Monitoring the implementation of the BET Principles of Teaching, BET Feedback Protocols and BET AI Protocols and reporting back to the Director of Education on the implementation and impact twice a year.

5.5 Local Governing Bodies

The local governing body will:

- Be kept informed in the decision-making processes that relate to the breadth and balance of the curriculum and advised on whole-school targets in order to monitor the impact and quality of the curriculum, including on children with different needs and abilities including those with SEN.
- Hold Heads to account for implementation of this Policy and outcomes achieved under it.

6. Curriculum intent

BET's vision is that 'the highest expectations, a culture of Enjoy Respect Achieve, unparalleled opportunities and highly effective teaching combine to develop children and young people who are Game-changers'. This applies to all phases of the curriculum, although we provide more detail for the EYFS phase in the statutory EYFS statement.

We define curriculum as ‘the totality of children and young people's experiences that occur in the educational process’. Children's experiences should reinforce and increase understanding and knowledge of what is taught formally within the timetable of lessons. Our curriculum, therefore, is far broader than the timetable, encompassing co-curricular clubs, the outdoor programme, and trips and visits programme together with all other aspects of delivery to children and young people.

It is through this wider definition of curriculum that we deliver the broad, balanced, rigorous experiences required to develop the knowledge, skills, deep learning, attitudes and ambition needed to be a Game-changer.

More specifically, our curriculum, in all phases of education, aims to:

- Provide a broad range of subject choices that support children's learning and progression through well-sequenced learning experiences and inspiring subject intents. For each of those subjects we are clear on what knowledge and skills our children and young people must be able to use/demonstrate in a variety of settings by the time they leave us.
- Ensure we challenge children to take appropriately ambitious, academic routes
- Develop literacy throughout their time with us.
- Develop other ‘literacies’: authentic literacy, numeracy (mathematical literacy), digital literacy, emotional literacy and STEM literacy.
- Give young people a chance to develop resilience, discover passions and ‘go deep’ through Game-changer content in our timetabled lessons and our extensive co-curricular and outdoor programmes.
- Proactively plan for how our curriculum will flex for disadvantaged groups so that current needs are met, without compromising their future success and social mobility.
- Support young peoples’ spiritual, moral, social and cultural development.
- Support young peoples’ physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude to learning and life.

7. Curriculum implementation

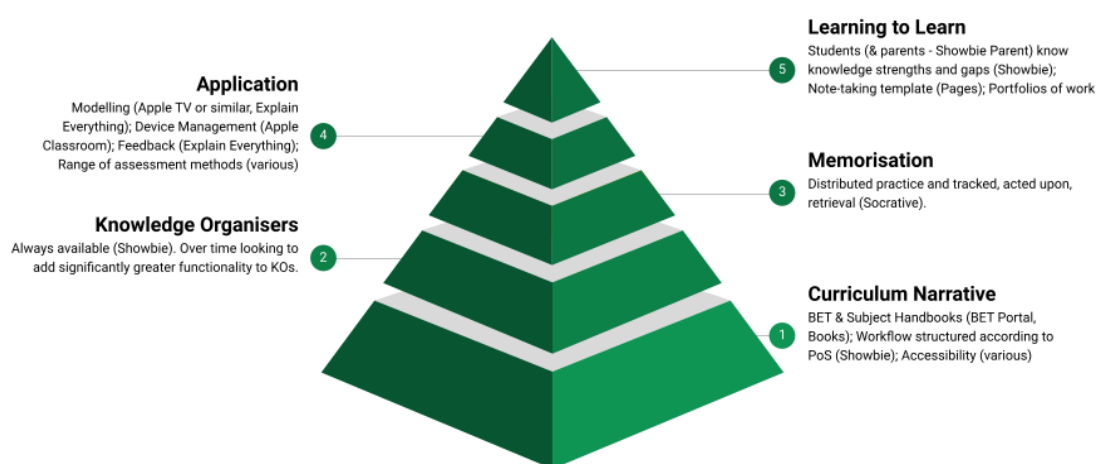
For the EYFS stage, our curriculum implementation is set out in the EYFS statement.

For 11-16, our timetable is organised into a two year KS3, and a three year KS4. The primary aim of this is to allow broad, balanced, in depth teaching at KS4 that goes beyond simply the exam specification and allows us to meet the needs of our vision. Balance and breadth is maintained at KS3 (and indeed throughout KS4) through our co-curricular offer, outdoor programme and trips and visits programme.

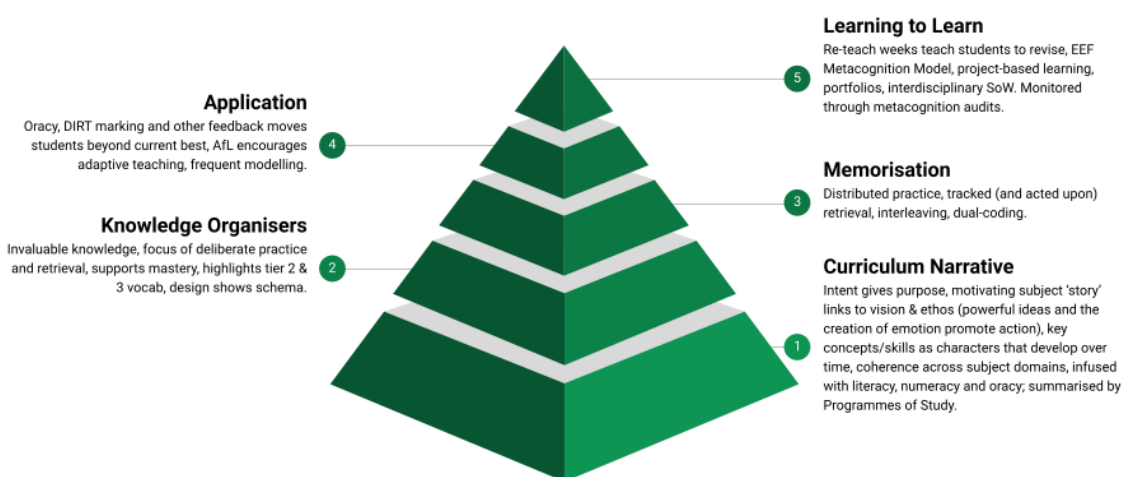
Our approach to EBacc is inclusive and innovative. Not only do we have pathways that are aspirational for our children and young people, but our methods of delivery, including immersion language teaching and the Mandarin Excellence Programme, show our commitment to providing a rigorous curriculum that prepares children and young people for life, not just an exam.

For KS5, our curriculum implementation is contained within each 6th form’s programmes of study

Our curriculum implementation model is outlined below:



BET Implementation Model - Project ERA



BET Implementation Model - June 2023

7.1 Careers Education, Information and Guidance 11-18 years

BET's Strategic Careers Plan aims to create a culture of opportunity for all that supports learners to become Game-changers with improved outcomes, behaviours and NEET figures. It does this through creating plans that are bespoke to each school and cohort, integrating careers into the curriculum and school life and ensuring meaningful impact and growth for all.

BET uses the Gatsby Benchmarks as a guide to plan our CEIAG programme. As part of our commitment to informing our children and young people of the full range of employment, learning and training pathways on offer to them we are happy to consider requests from training, apprenticeship and vocational education providers to speak to children and young people as set out in our Provider Access Policy.

Metrics for success are included in the Strategic Careers Plan and include NEET figures, destinations data, Future Skills Questionnaire results, case studies, implementation of the plan and our performance against the Gatsby Benchmarks.

7.2 Inclusion and Ambition for all learners

Teachers set high expectations for all children and young people.. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able learners
- children and young people with low prior attainment, including those who are not 'secondary ready'
- children and young people from disadvantaged backgrounds
- children and young people with SEND
- children and young people with English as an additional language (EAL)

In accordance with SEN Policy, teachers will plan lessons so that children and young people with SEN and/or disabilities can access the curriculum and, wherever possible, ensure that there are no barriers to every child or young person achieving.

Teachers will also take account of the needs of children and young people whose first language is not English. Lessons will be planned so that teaching opportunities help children and young people to develop their English, and to support children and young people to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

8. Training for staff, volunteers, governors/Trustees

Training and development as follows:

- All new staff, and volunteers, will undertake both training at induction and throughout their employment/role
- All teachers will undertake training after all new amendments to statutory guidance surrounding education or as required by changes to whole Trust development
- CPD will be also offered by specialists within our teaching teams to share with colleagues both within our school and our Trust
- All volunteers in EYFS to undertake a session lead by staff team prior to working directly with children as part of Volunteer Policy
- Local Governors and Trustees will participate in all mandatory training required to deliver their legal duties as set out in this Policy and will be updated wherever changes are made that impact their duties with respect to the curriculum

9. Monitoring arrangements

Trustees are responsible for monitoring whether member schools are teaching a “broad and balanced curriculum” which includes the required subjects, and Governors are responsible for the same with respect to their specific school through:

- Reports on learning, teaching and performance
- Reports on external examination results

- Trips and visits reports to Governing Bodies and Trust Board
- Governor visits to schools

Trust Director Standards, Subject leaders and Leadership Group members will monitor the way the formal curriculum is taught throughout the school by:

- Learning Walks
- Book Checks
- Curriculum Impact Forms
- Tracked Retrieval Practice
- BET Assessments
- Proxies for engagement (attendance, student surveys and parent surveys)
- Children and young people's literacy levels

10. Links with other policies

This policy links to the following policies and procedures:

- SEND policy and information report
- Equality Objectives
- Safeguarding and Child Protection Policy
- RSE Policy
- EYFS
- Provider Access Policy and Careers Statements
- Attendance Policy
- Online Education Statement
- Supporting children and young people with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits Policy
- BET Feedback Protocols
- BET AI Protocols
- BET Principles of Teaching
- BET Strategic Careers Plan