

Curriculum Statement

Reviewing Members of Staff: Helen Wood, CEO.

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The Balcarras Trust

The Balcarras Trust requires all of its schools to have a Curriculum Policy. This policy will be reviewed regularly by the Local Governing Board. Each school's Curriculum Policy can be found on the school's website. In establishing their curriculum policy, the LGB should be aware of the following statement issued by the Board of Trustees:

Curriculum Statement

Each school's curriculum must be ambitious for every pupil. It should be carefully sequenced, knowledge-rich and inclusive, ensuring that all pupils, regardless of background or starting point, develop the knowledge, skills and character needed to flourish in education and beyond. It will be underpinned by the Trust's values:

Everyone associated with the Trust will:

- Strive for excellence and encourage resilience
- Participate, work together, and contribute positively to the community
- Expand our horizons

The organisation of the curriculum and approach to teaching and learning should allow every child to flourish.

We believe that our schools' curriculum should inspire pupils to become curious, confident, independent thinkers who go on to be happy and successful in society

Curriculum Aims

The Trust believes that our curriculum should be transformational, equipping our students, regardless of their starting point, with a wide range of knowledge and skills, enabling them to fulfil their potential and realise their ambitions. We believe that background should never determine achievement. Our curriculum is designed so that all pupils, particularly those who are disadvantaged or have additional needs, can access ambitious learning and achieve highly. Alongside academic achievement, we seek to develop character, confidence, responsibility and a commitment to contributing positively to society.

The curriculum of all our schools aims to:

- be broad, balanced and relevant, developing all the essential knowledge, understanding and skills, regardless of gender, ability, ethnicity or social background
- carefully sequenced so that pupils build secure knowledge and understanding over time, enabling them to think deeply and apply their learning with confidence
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- encourage students to enjoy their learning and get a sense of success through their achievements
- foster literacy and numeracy skills across subjects
- foster scientific, technical, cultural and sporting achievement

- support pupils' spiritual, moral, social and cultural development
- support pupils' physical development and responsibility for their own health, and enable them to be active
- generate a wealth of cross-curricular activities including events, clubs, performances and trips which will be open to all
- equip pupils with the knowledge, vocabulary, experiences and opportunities pupils need to participate fully in society and contribute positively to their community
- promote British values, including the rule of law, democracy and individual liberty. We will instil in students the importance of tolerance, fair play, honesty and a generosity of spirit
- prepare students for the next stage in their lives by encouraging resilience, self-reliance and an understanding of their responsibility to take ownership of their own learning

Curriculum Design:

Our curriculum design and implementation will be informed by evidence and professional expertise, enabling pupils to remember more and make meaningful connections in their learning.

Curriculum Parity:

Our curriculum is founded on the conviction that the education of all students is of equal worth. The achievements of all students have equal importance, provided they represent each students' best efforts. Every effort will be made to identify and remedy under-achievement and to enable all students to reach the highest standards of which they are capable.

Legislation and Guidance

This statement reflects:

The Academies Act 2010, which requires academies to provide a broad and balanced curriculum.

The Equality Act 2010.

The Special Educational Needs and Disability Code of Practice: 0–25 years (2015).

Keeping Children Safe in Education (current edition).

Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

The Department for Education Governance Handbook.

In developing and reviewing their curriculum, schools within the Trust will have regard to current Department for Education guidance, Ofsted's Education Inspection Framework and relevant educational research, including evidence published by the Education Endowment Foundation.

This statement also complies with the Trust's funding agreement and articles of association.