

CURRICULUM POLICY

September 2025

Policy Review

This policy will be reviewed in full by the Directors on an annual basis unless circumstances require policy update in the interim.

The policy was last reviewed and agreed by the Directors on 01.09.2025.

It is due for review on 01.09.2026 (up to 12 months from the above date).

Signature (CEO): 

Date: 01.09.2025

Signature (COO): 

Date: 01.09.2025

Version Control

Version	Date	Changes
V1	04.09.2023	Original document
V2	01.09.2024	Terminology and layout updates
V3	01.09.2025	PLT responsibilities update Layout updates

Curriculum Policy Intent

Edit Education aims to provide all students with a broad and balanced curriculum with a focus on creative and practical subjects that utilises interactive learning opportunities to improve personal, social and academic development. Students will also have the opportunity to develop leadership and essential life skills, as well as experiencing vocational opportunities and enrichment activities.

Edit Education aims to create opportunities:

- To build on students' prior learning and experiences
- To provide students with the opportunity to become successful learners
- To promote independent thinking skills
- To promote positive attitudes to learning that provides students with a basis for further education, apprenticeships and employment
- To provide interactive and stimulating learning opportunities
- To develop IT skills for students to effectively engage in the advancing world of technology
- To encourage the tolerance of opinions and beliefs that reflect the multicultural nature of society
- To develop self-confidence and self-esteem
- To use group work to promote communication skills
- To provide opportunity for work placed learning
- To develop the skills needed to contribute successfully to society
- To develop a sense of community and be aware of issues in the wider community

Edit Education aims to minimise the significant barriers students with SEMH have to their learning, so that they feel safe and able to learn. It is these barriers that make our students particularly vulnerable, so significant time is proportioned to explicitly address these difficulties that underline the behaviours our students display.

All lessons are planned to ensure there are clear objectives, intended learning outcomes and clear progression from each students starting point. All learning is assessed against bespoke student targets. Both formal and informal opportunities to develop academic, personal and social skills are utilised throughout each day, aimed at encouraging students to transfer their learning into different situations and problem solving opportunities.

Responsibilities:

Edit Education teachers are responsible for the planning and delivery of differentiated learning opportunities and the assessment of student progress over time. Teachers have the additional responsibility of securing accreditation opportunities and course development.

Monitoring and Evaluation:

PLT will be responsible for observations, work sampling, moderation and student voice. Overall responsibility for the curriculum will be with the CEO and COO.

Curriculum Policy – implementation

Students will enter the Edit Education following an initial induction period.

Students will access a wide range of therapeutic activities designed to enable them to develop the essential skills needed to be a successful member of modern society. Students will also access specific Personal Development lessons that focus on Social, Moral, Social and Cultural awareness and development and safeguarding issues across KS3 and KS4. Areas of focus include CSE, Radicalisation, FGM, E-Safety, all categories of bullying and careers guidance. Topic areas will also reflect the ever changing needs of our students.

There is also an opportunity to experience life and learning outside of the classroom, where students experience valuable life skills and experiences to assist their development personally and socially.

Edit Education also aims to ensure all students are fully equipped with the necessary skills needed to be successful in the modern world.

Preventative Approach:

Students will enter the preventative pathway from mainstream education where a need has been identified by the school and other multi agency professionals and to prevent a permanent exclusion from mainstream education.

The development of skills is of fundamental importance to enable students to reengage with their mainstream setting to prevent a permanent exclusion. Students will experience a creative curriculum that will reflect the major issues and challenges that are of significance for each individual. This therapeutic and mentoring approach to the curriculum aims to reengage students with their learning and provide them with the necessary skills to be able to return to mainstream education.

Induction:

Students will undertake a period of induction which will focus on workshop health and safety and the different contexts and material areas students have the opportunity to work within. Students will then transition to the appropriate pathway following discussions with all parties.