



CORE
EDUCATION
TRUST

Curriculum Policy (Including SMSC)

Approved by:	Board of Trustees	Date:
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Monitoring & Review	Education – Annually	

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1. Our Mission

‘We believe in the power of education to inspire, to enable and to enrich every life’

Every student will leave our academies well equipped to achieve success in the next stages of their lives.

2. Delivering a CORE Education – Intent (the why)

At CORE Education Trust, our curriculum is guided by our values of:

- Collaboration;
- Opportunity;
- Respect; and
- Excellence.

All of our students will have access to a challenging curriculum that develops the powerful knowledge and skills to which they are all entitled in order to lead successful lives and make a positive contribution to their communities.

At every CORE Education Trust Academy, students will have a curriculum that is based on the following principles:

Our CORE Curriculum Blueprint has been developed through collaboration to codify excellence within our schools.

At every CORE Education Trust school, teachers themselves will be equipped with the skills, knowledge and opportunities to become ‘masters’ in their subject area(s) so that they can inspire the students in their care.

Leaders will work alongside teachers; modelling best practice, identifying opportunities for development and coaching staff to be the best that they can be.

3. Delivering a CORE Education – Implementation (the how)

Our CORE Curriculum Blueprint details our 10 principles of curriculum excellence:

1. The highest expectations will be maintained for all students so they can access our rich curriculum and experience high success rates.
2. Co-construction of our subject curricula across the CORE family will ensure excellence through collaboration.
3. Our broad and deep curricula will ensure our students make rapid progress by knowing more, remembering more and doing more.
4. Substantive and disciplinary knowledge that are required in each subject, in each year, will be clearly sequenced, progressive and link to domain specific concepts.
5. Our curricula will be agile and responsive informed by assessment to address gaps and misconceptions.
6. Our expert practitioners will be continually invested in to further develop our curricula.
7. Our curriculum will have effective transition points informed by prior and future learning to empower students to have the highest aspirations.
8. Reading, writing and oracy skills will be recognised as integral to students' success and opportunities to develop these skills will be integrated across all subjects.
9. Our curricula will be underpinned with rich cultural experiences and opportunities that anchor learning, curiosity and prepare students for life.
10. Our curriculum and opportunities will ensure students understand, accept, respect and celebrate diversity.

4. Delivering SMSC (SPIRITUAL, MORAL, SOCIAL AND CULTURAL):

The curriculum within each school is underpinned by a commitment to SMSC (SPIRITUAL, MORAL, SOCIAL AND CULTURAL) development. Through the Personal Development programme, across subjects and through wider opportunities, students will learn about each dimension below (noting that overlap between them exists):

Spiritual Development	• Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life • Knowledge of, and respect for, different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences
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Moral Development	• Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues
Social Development	• Use of a range of social skills in different contexts – for example, working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively • Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain
Cultural Development	• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

5. Delivering a CORE Education – Impact (the what)

All leaders will be able to confidently articulate the Curriculum Blueprint for each year group and subject.

In line with the Trust Strategic Framework (TSF) key results:

- Key Result 1.1- KS3 PP students will achieve academic outcomes in line with their non-PP peers in final year assessments in Year 7/8/9.
- Key Result 1.2 -All our KS3 students will achieve a reading age consistent with secondary school age by the end of Year 8.
- Key Result 1.3- By the end of KS4, all students will achieve GCSE outcomes at least in line with the national average.
- Key Result 1.4 -All students will have engaged in at least one “CORE Explore” experience before the end of Year 7; three by the end of KS3 and four by the end of KS4.
- Key Result 2.1 -All students with SEND make at least the expected progress compared to their contextual targets.
- Key Result 2.2- All schools will report overall attendance above national average.
- Key Result 2.3 -Students identified as vulnerable children will achieve at least as well as others.
- Key Result 3.4 -At least 90% of employees report their professional development needs are being met. We can add this as a specific question in the TeacherTapp survey.