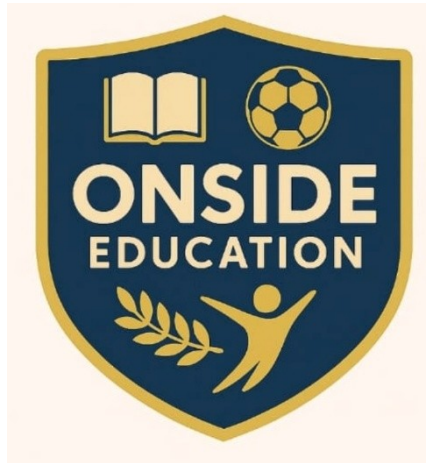




Onside Education

Curriculum Policy

Issue date: Sept 2025

Review Date: Sept 2026

1. Introduction

Onside Education provides a broad, balanced and ambitious curriculum designed to meet the needs of pupils who have experienced barriers to learning within mainstream education.

Our curriculum is built around the belief that successful learning requires pupils to feel safe, valued, understood and capable of success. We therefore combine academic achievement, personal development, emotional wellbeing and preparation for adulthood within a structured educational programme that enables pupils to thrive.

The curriculum has been designed to meet the requirements of:

- Independent School Standards (Part 1)
- Education Act 1996
- Equality Act 2010
- Relationships, Sex and Health Education requirements
- Careers Guidance expectations
- British Values and SMSC requirements

The curriculum provides pupils with experience in:

- Linguistic Education
- Mathematical Education
- Scientific Education
- Technological Education
- Human and Social Education
- Physical Education
- Aesthetic and Creative Education

and prepares pupils for life in modern Britain.

The curriculum policy is supported by current curriculum plans and detailed schemes of work for every subject and pathway. These set out curriculum

intent, sequencing of knowledge and skills, assessment points, progression expectations and adaptations for pupils' ages, aptitudes, prior attainment, SEND, EHCP and SEMH needs.

Teaching, curriculum resources and external speakers will not undermine Fundamental British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

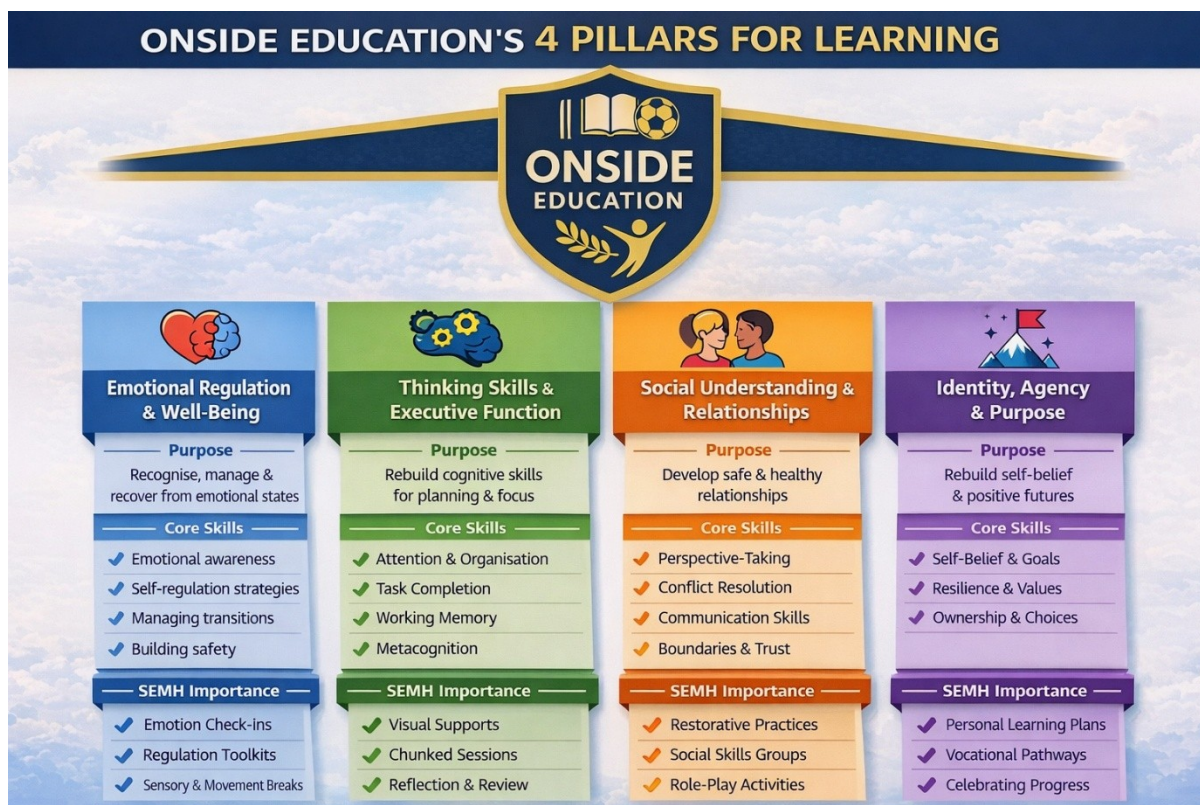
2. Curriculum Vision

Our vision is to provide a high-quality education that:

- Raises aspirations.
- Rebuilds confidence.
- Supports emotional wellbeing.
- Develops positive relationships.
- Promotes independence.
- Enables successful progression into education, employment and training.

3. The Four Pillars of Learning

Our curriculum is underpinned by four core pillars of learning, which provide the foundation for academic, vocational and personal development:



1. **Emotional Regulation & Wellbeing**
2. **Thinking Skills & Executive Function**
3. **Social Understanding & Relationships**
4. **Identity, Agency & Purpose**

These pillars are prioritised alongside academic learning because pupils cannot learn effectively unless they feel safe, regulated and understood. Progress is therefore measured not only academically, but also through improvements in emotional regulation, engagement, attendance, behaviour and self-belief.

4. Curriculum Intent

Through our curriculum pupils will:

- develop strong literacy and communication skills
- acquire mathematical knowledge and problem-solving skills
- understand scientific concepts and the world around them
- develop digital and technological competence
- understand society, democracy and citizenship
- participate in physical activity and healthy lifestyles

- engage in creative and expressive learning
- prepare for adulthood and employment
- develop positive character traits and resilience
- gain cultural capital and experiences beyond their immediate environment

5. Reading, Literacy and Communication

Reading is a whole-school priority.

All pupils participate in a weekly Reading for Pleasure programme designed to:

- improve reading fluency
- develop vocabulary
- improve comprehension
- broaden cultural awareness
- develop empathy
- increase confidence and enjoyment in reading

Reading opportunities are embedded throughout the curriculum.

Texts include:

- fiction
- non-fiction
- biographies
- sports journalism
- current affairs
- historical texts
- diverse authors and cultures

Reading progress is monitored through baseline assessment and ongoing review.

6. Cultural Capital

Cultural capital is a fundamental aspect of the curriculum.

Every pupil will:

- participate in Reading for Pleasure
- meet employers and professionals
- receive careers guidance
- engage in creative activities
- develop leadership skills
- learn about democracy and society
- participate in sporting activities
- explore further education pathways
- access enrichment opportunities

Cultural capital is delivered through:

- curriculum subjects
- enrichment activities
- employer encounters
- educational visits
- community projects
- guest speakers
- leadership opportunities

7. Humanities Education

Humanities education is delivered primarily through:

- Citizenship
- PSHE
- Character Education

- Reading for Pleasure
- Careers Education

Pupils learn about:

- democracy
- government
- law and justice
- human rights
- religion and beliefs
- diversity and equality
- communities and society
- significant historical events
- global issues
- environmental responsibility
- different cultures and civilisations

This ensures pupils develop an understanding of modern Britain and the wider world.

Where political issues are brought to pupils' attention, they will be presented in a balanced manner. Pupils will be encouraged to consider a range of viewpoints and develop their own informed opinions.

8. Curriculum Structure

Curriculum Delivery

Onside Education is committed to providing a broad, balanced and ambitious curriculum for all pupils. Curriculum delivery is supported by appropriately qualified teachers, specialist instructors, vocational tutors and external partners where appropriate.

Staff are deployed according to their qualifications, experience and areas of expertise to ensure pupils receive high-quality teaching across all curriculum

areas. The school maintains oversight of curriculum planning, assessment, safeguarding and quality assurance for all provision delivered on its behalf.

Where external providers or specialist instructors contribute to curriculum delivery, the Head of Provision will ensure that appropriate safeguarding arrangements, curriculum oversight, monitoring and evaluation processes are in place so that all provision remains consistent with the school's curriculum intent, statutory duties and Independent School Standards.

Placement and Commissioning Arrangements

Onside Education may deliver education through a range of placement models, including full-time placements, short-term intervention programmes, reintegration programmes and other commissioned arrangements agreed with local authorities, schools and families.

Regardless of the placement model, all pupils will receive access to a broad and balanced curriculum appropriate to their age, aptitude, prior attainment, SEND, EHCP and SEMH needs.

Where pupils attend on a part-time basis, curriculum plans will be agreed with the commissioning school to ensure continuity of learning and access to an appropriate educational programme. Communication with commissioning schools will support curriculum continuity, progress monitoring and successful reintegration where applicable.

Key Stage 3

Academic Core

- English
- Mathematics
- Science

Personal Development

- PSHE / Citizenship / SMSC
- Character Education
- SEMH Intervention
- Reading for Pleasure

Physical Development

- PE
- Health & Fitness
- Sport Leadership

Technical & Practical Learning

- STEM
- Cooking & Life Skills

Preparation for Adulthood

- Careers Education

Creative Education

- Creative Expression & Enrichment

Key Stage 4

Academic Core

- English (GCSE / Functional Skills)
- Mathematics (GCSE / Functional Skills)
- Science

Personal Development

- PSHE / SMSC / RSE
- Character Education
- Intervention & Targeted Support

Physical Development

- PE / Physical Development
- Health & Fitness
- Sports Coaching
- Sports Leadership

Preparation for Adulthood

- Careers, Employability & Digital Skills

Creative Education

- Creative Expression & Enrichment

Vocational Pathways

- NCFE Health & Fitness
- Sports Coaching
- Sports Leadership
- Home Cooking Skills
- Esports Leadership
- Other approved vocational pathways

Key Stage 3		Key Stage 4	
Subject Area	Hours per Week	Subject Area	Hours per Week
English	5 hrs	English (GCSE / Functional Skills)	5 hrs
Mathematics	4 hrs	Mathematics (GCSE / Functional Skills)	4 hrs
Science ELC	3 hrs	Science ELC	3 hrs
PE	3 hrs	Health and Fitness lv1/2	3 hrs
Sport Leadership	1 hr	Sports coaching lv1	1hr
Health and fitness	1 hr	Sports Leaders Lv1	1 hr
PSHE / Citizenship / SMSC	1 hrs	PE / Physical Development	2 hrs
STEM	1 hrs	PSHE / SMSC / RSE	1 hr
Cooking	1 hr	Careers, Employability & Digital Skills	1 hr
Careers	1 hr	Intervention / Targeted Support	1 hrs
Character Education	1 hr	Character Education	1 hr

SEMH Intervention	1hr		
Creative Expression & Enrichment	1hr	Home cooking lv1	1hr
Reading for Pleasure	1Hr	Creative Expression & Enrichment	1Hr
	25 hrs		25 hrs

8.1 Curriculum Information for Parents and Stakeholders

Onside Education is committed to ensuring that parents, carers, commissioning schools and prospective families are fully informed about the curriculum offered.

A summary of the curriculum, subject pathways and qualification routes is available on request and through the school's published information.

Further information regarding curriculum content, schemes of work, assessment arrangements and progression pathways may be obtained by contacting the school.

The curriculum is reviewed annually to ensure it remains ambitious, relevant and responsive to the needs of pupils.

9. Careers, Employability and Digital Skills

Preparation for adulthood is embedded throughout the curriculum.

Pupils develop:

- career awareness
- employability skills
- workplace behaviours
- financial literacy
- digital literacy
- online safety
- AI awareness
- workplace technology skills

including:

- Microsoft Office
- Google Workspace
- email communication
- CV writing
- applications
- interview preparation

Careers education aligns with the Gatsby Benchmarks.

10. Creative Expression & Enrichment

Creative education is delivered through:

- Podcasting
- Sports Journalism
- Photography
- DJ'ing
- Music Technology
- Creative Media

The programme develops:

- creativity
- communication
- confidence
- teamwork
- presentation skills
- digital media skills

and provides progression into creative industries and vocational pathways.

11. Independent School Standards Curriculum Compliance

The curriculum is supported by detailed schemes of work and provides pupils with experience in:

ISS Requirement	Curriculum Areas
Linguistic Education	English, Reading for Pleasure, Careers, Creative Media, Journalism
Mathematical Education	Mathematics, Functional Skills Maths, Financial Literacy
Scientific Education	Science, STEM
Technological Education	STEM, Careers & Digital Skills, Esports, Music Technology, Creative Media
Human & Social Education	Citizenship, PSHE, RSE, Character Education, Careers
Physical Education	PE, Health & Fitness, Sports Coaching, Sports Leadership
Aesthetic & Creative Education	Podcasting, Photography, DJ'ing, Music Technology, Creative Media

This ensures compliance with Part 1 of the Independent School Standards.

12. Curriculum Impact

The impact of the curriculum is reflected in pupils who:

- engage positively in education and learning
- develop confidence, resilience and self-belief
- improve attendance, behaviour and engagement
- achieve academic, vocational and personal development outcomes
- develop positive relationships and communication skills
- demonstrate leadership, responsibility and independence
- understand their role as active citizens in modern Britain

- make informed choices about their future
- progress successfully into further education, training, employment or other positive destinations

Assessment, Monitoring and Reporting

Assessment is an integral part of the curriculum and is used to monitor progress, identify barriers to learning and inform next steps for individual pupils.

Progress is evaluated through a combination of:

- baseline assessments
- ongoing formative assessment
- pupil work scrutiny
- attendance monitoring
- behaviour and engagement monitoring
- pupil voice activities
- Individual Learning Plans (ILPs)
- academic attainment data
- SEMH development measures
- destination data
- end-point assessments where appropriate

Assessment information is reviewed regularly to ensure that teaching, intervention and support strategies remain responsive to pupils' individual needs and promote sustained progress.

Parents, carers and commissioning schools receive regular reports detailing attendance, behaviour, engagement, personal development and academic progress. A formal annual report is produced for all pupils in accordance with the Independent School Standards.

Curriculum leaders and senior staff monitor the effectiveness of the curriculum through assessment information, quality assurance activities, pupil outcomes and stakeholder feedback. The curriculum is reviewed

annually to ensure it remains ambitious, relevant, responsive to pupils' needs and fully compliant with the Independent School Standards.