Curriculum policy

North Ridge High School

Approved by:	Curriculum Committee	**Date:** March 2026
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1. Curriculum aims

Curriculum Overview:

We have adapted the National Curriculum to meet the learning needs of our students, ensuring it reflects their challenges and supports their individual pathways to success. Our curriculum focuses on providing meaningful opportunities to learn knowledge and skills for life. It enables all pupils to develop as independent, confident, and successful learners with high aspirations, who can make positive contributions to their community and the wider world. Learning takes place through a spiral curriculum, offering repeated opportunities to build knowledge in small, achievable steps using a variety of learning styles, including sensory exploration, practical experiences, and educational visits. Across all pathways, we prioritise functional literacy, numeracy, communication, and personal development, underpinned by strong PHSCE provision. Our flexible curriculum allows pupils to move between pathways according to their individual needs, ensuring personalised learning experiences that support outcomes identified in each pupil's EHCP.

Curriculum Aims:

- To offer all pupils access to a rich, broad, balanced, and adapted curriculum that is coherently planned and sequenced to develop knowledge and skills for future learning and employment.
- To equip pupils with the skills and confidence needed to engage in, and contribute positively to, their local community and wider society.
- To enable pupils to make meaningful choices throughout their lives, from simple communication of preferences to decisions about future aspirations.
- To prioritise reading, writing, communication, and early mathematical skills as the foundation for learning across all subjects.
- To support pupils' spiritual, moral, social, and cultural development through a strong PHSCE curriculum, helping them understand themselves, others, and their community.
- To encourage physical development, healthy lifestyles, and an understanding of personal responsibility for health and wellbeing.
- To create an engaging and motivating learning environment that nurtures curiosity, enjoyment, and a lifelong love of learning.
- To provide equal access to learning for all pupils, with high expectations, appropriate challenge, and individualised support to enable every pupil to achieve their potential.
- To equip pupils with the knowledge, experiences, and cultural understanding they need to succeed in life and connect with the wider world.
- To develop pupils' independent learning skills, confidence, and resilience to prepare them for further education, employment, and adult life.
- To plan and structure the curriculum to ensure that learning is continuous, meaningful, and supports pupils in making sustained progress.
- To design learning experiences that are exciting, practical, and relevant, providing first-hand opportunities to explore, discover, and reinforce understanding.

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These aims are underpinned by our school values and our moto ‘Do Your Best’

At North Ridge pupils come first and our priority is to provide high quality teaching and learning whilst at the same time providing truly enjoyable learning experiences for our community of pupils. Everything we do as a school is to ensure that the pupils achieve their very best. It is our job to ensure that they all reach for the highest levels of personal achievement and development.

We want every pupil to be successful; to reach for success from the very first day they join us, throughout their school lives and beyond school.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. The National Curriculum is adapted so that all pupils at North Ridge can learn at the level appropriate for them. Pupils are grouped according to age, stage and curriculum pathway so that learning can be personalised and effective for all.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education’s maintained schools governance guide.

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- All courses that the school provides for pupils below the age of 19 and that lead to qualifications, such as Functional Skills and Entry Level Certificates, have been approved by the secretary of state
- The school implements relevant assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- The school’s procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

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- The governing board is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

3.3 Other staff

Other staff will make sure that the school curriculum is implemented in accordance with this policy.

The Curriculum Lead is responsible for:

- Ensuring that curriculum coordinators are appropriately supported and understand the requirements of the role and produce all curriculum document in accordance with the policy.
- Overseeing all curriculum documentation.
- Evaluating the effectiveness of the curriculum alongside other members of SLT through learning walks, observations, planning checks and work moderation.

Curriculum coordinators will be responsible for:

- Understanding their curriculum area and the statutory National Curriculum requirements.
- Adapting the National Curriculum appropriately for all pathways
- Writing curriculum area policies and long-term plans.
- Managing curriculum budget and resources.

Teachers will be responsible for:

- Using curriculum documents to plan and teach pupils in their class, ensuring appropriate access to the curriculum for their pupils.

4. Organisation and planning

4.1 General Curriculum Information

- RE and RSE will be taught to all pupils. Teachers will adapt the National Curriculum for their class and ensure learning is personalised to meet the needs of their pupils. In some pathways, RE is taught through the thematic approach.
- Pupils' spiritual, moral, social and cultural education will be developed within and across the subjects of the curriculum.
- The school assessment policy and strategy will be used effectively to ensure that all pupils are making good progress and achieving the highest standards for their ability
- The Agreed Syllabus (Manchester LA) will be used as the basis for the planning and teaching of RE.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE, Citizenship will be planned for within the curriculum.
- Opportunities will be taken to enliven the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, musicians and through the use of the school grounds, the locality and the wider environment.
- An extensive range of high-quality resources including ICT will be used to underpin the curriculum.
- Homework will be set where appropriate to link the curriculum with learning at home.
- Each subject or curriculum area has an individual policy detailing the vision, aims, overview and assessment.
- The curriculum is underpinned by British Values through planning, teaching and learning and assemblies.

4.2 Pathways

At North Ridge, the curriculum is split into five distinct pathways. These pathways are outlined below:

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- KS3 Pathway
- KS4 Pathway
- KS5 Pathway
- Thematic Pathway
- Sensory Structured Pathway

KS3 Pathway

The curriculum for KS3 pupils is adapted from the Primary national Curriculum and broken down into the subjects below with a clear allocated teaching time for each subject. Curriculum subject policies and long-term plans (rubrics) support teachers to adapt each subject area for their class.

Curriculum/Subject Area	Weekly Lesson Coverage
English	6 lessons
Maths	6 lessons
PSHE	2 lessons
Science	2 lessons
Computing	2 lessons
Physical Education	2 lessons
Religious Education	2 lessons
Humanities	2 lessons
Art	2 lessons
Design and Technology	2 lessons
Music	1 lesson
Modern Foreign Languages	1 lesson
Careers	1 session per term
Work Related Learning	6-week programme

KS4 Pathway

The KS4 curriculum offers a range of additional experiences for pupils to support their independence and social development, as well as academic. It is adapted from the Primary national Curriculum, taking the statutory requirements for KS4 aged pupils into account, and broken down into the subjects below with a clear allocated teaching time for each subject. Curriculum subject policies and long-term plans (rubrics) support teachers to adapt each subject area for their class. Pupils work towards Entry Level Qualifications in some subjects as well as Duke of Edinburgh Bronze Awards, Arts Award and ASDAN Life Skills Challenge.

Curriculum/Subject Area	Weekly Lesson Coverage
English	5 lessons
Maths	5 lessons
PSHE	2 lessons
Science	2 lessons
Computing	2 lessons
Physical Education and Healthy Living	2 lessons
Humanities and Religious Education	2 lessons
Life Skills	3 lessons
Creative Skills	3 lessons
Duke of Edinburgh (rotation)	3 lessons

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Arts Award (rotation)	3 lessons
Culture Cafe (rotation)	3 lessons

KS5 Pathway

The KS5 pathway is for pupil at our KS5 Hub site. Preparation for adulthood underpins the curriculum and there are a range of work experience opportunities within the curriculum and at the school businesses. Pupils work towards ASDAN Personal Progress or PSD and Employability. The curriculum subjects are based on functional skills for life. Weekly lesson coverage depends on the class, and the work experience pupils are participating in. Curriculum and timetables are adapted and personalised to meet need.

Curriculum/Subject Area
English
Maths
PSHE
Life Skills
Health and Wellbeing
Religious Education
Personal and Social Development
Manufacturing
Food Technology
Catering

Thematic Pathway

The Thematic Pathway is designed for pupils who thrive in a consistent, structured, sensory, and nurturing learning environment. Each half term is centred around an engaging and developmentally appropriate theme, providing meaningful contexts for learning and supporting pupils to make connections across subjects.

Pupils in the Experiential and Structured classes follow this pathway. All pupils access discrete weekly lessons in Maths, English, PE, and Life Skills, alongside four weekly Theme lessons that incorporate the National Curriculum foundation subjects. Long-term plans are adapted from the Primary National Curriculum to ensure developmental appropriateness and relevance.

In addition to academic learning, pupils develop essential skills in Communication, Social Interaction, Flexibility of Thought, and Emotional Regulation within structured classes, while those in experiential classes focus on the key areas of the Engagement Model.

The curriculum is flexible and individualised, enabling pupils to access learning at a level that is meaningful and achievable. Progress is celebrated through small but significant steps, supporting the development of the knowledge, skills, and confidence needed for life beyond school.

Pupils work towards ASDAN Transition Challenge and ASDAN Personal Progress.

In addition to the subject breakdown below, pupils have daily sensory and communication sessions.

Curriculum/Subject Area	**Weekly Lesson Coverage**
English	4 lessons
Maths	4 lessons
PSHE and Life Skills	2 lessons
Physical Education	2 lessons
Theme	8 lessons

Sensory Structured Pathway

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The Sensory Structured Pathway is designed for pupils with complex needs who learn primarily through sensory experiences and are not yet ready to access the formal National Curriculum. This bespoke curriculum is tailored to each pupil's developmental stage and individual learning profile.

The curriculum follows a thematic approach. Each half-termly theme is carefully chosen to be sensory-rich, emotionally engaging, and developmentally appropriate. These relevant themes promote exploration, interaction, and enjoyment, helping pupils engage meaningfully and build confidence in their environment.

Recognising that progress is non-linear and highly individualised, the curriculum prioritises engagement, relationships, play, sensory experiences, and communication as foundations for learning. Its informal structure offers consistency while remaining adaptable to each learner's needs.

The overarching aim is to empower pupils to reach their full potential by developing the essential skills they need to engage with the world beyond school in a person-centred and respectful way.

Curriculum/Subject Area	Weekly Lesson Coverage
Early English Skills	5 lessons
Early Maths Skills	5 lessons
PSHE and Physical Wellbeing	2 lessons
Independence	4 lessons
Communication	4 lessons
Play and Leisure (including sensory regulation)	Twice daily

5. Inclusion

Teachers set high expectations for all pupils. All pupils at North Ridge have special educational needs and have an Education and Health Care Plan (EHCP). The curriculum is designed appropriately to ensure it is suitable for all pupils. Teachers will use appropriate planning, assessment and teaching methods to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN – This is all pupils at North Ridge
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving. Teachers will follow the appropriate curriculum pathway for their learners so that the need of every pupil is met.

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

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

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Curriculum link governors
- Governor meetings

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- Curriculum and teaching and learning reports
- Policy review

Curriculum leader and curriculum coordinators monitor the way their subject is taught throughout the school by:

- Learning walks
- Observations
- Work moderation
- Assessment data

Curriculum Coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the Headteacher and Curriculum Lead. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Curriculum subject policies
- Relationship and Sex Education Policy
- Teaching and Learning Policy

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