



*Rebuilding Confidence. Restoring Futures.*

## **Curriculum Policy**

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Sage Education Provision

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## **Policy Statement**

Sage Education Provision is a small therapeutic secondary provision for pupils aged 11–18 with social, emotional and mental health (SEMH) needs, including anxiety, trauma, and other mental health difficulties. Many of the pupils arrive at the provision following a period of disruption to their education and often have negative educational experiences.

Our curriculum is designed to be flexible, therapeutic, and Individualised, enabling all pupils to re-engage with education and achieve success both academically and personally. We are committed to creating a safe, nurturing environment where every learner can build confidence, develop resilience, and restore their future.

## **Purpose**

This policy outlines the aims, principles, and structure of the Sage Education Provision curriculum. It ensures that the curriculum is broad, balanced, and inclusive, promotes pupils' academic and emotional development, and prepares them for life beyond school in line with our therapeutic ethos.

## Scope

This policy applies to all pupils aged 11–18, all teaching and support staff, and the wider provision community. It supports delivery of Education, Health, and Care Plan (EHCP) outcomes and statutory requirements under the National Curriculum, SEND Code of Practice (2015), and Ofsted framework.

## Curriculum Intent

Sage Education Provision is committed to providing an engaging, broad and knowledge rich curriculum for each learner.

Our curriculum aims to:

- Meet the diverse needs of pupils with SEMH and anxiety-related conditions.
- Provide a broad and balanced, yet personalised learning pathways that promote progress and engagement.
- Embed therapeutic and trauma-informed practice across all teaching.
- Develop communication, literacy, numeracy, and emotional regulation skills.
- Build confidence, resilience, and independence.
- Promote British Values and inclusion so every pupils becomes a responsible, respectful citizen.
- Prepare pupils for adulthood, further education, training, and employment.

# Curriculum Implementation

Sage Education Provision curriculum is organised into three interconnected strands:

1. Core Learning – English, Mathematics, Science delivered in small, supportive groups with flexible accreditation routes.
2. Therapeutic and Well-being Curriculum – daily check-ins, mentoring, emotional regulation, mindfulness and restorative practice.
3. Life Skills and Enrichment – PSHE, RSE, careers education, and creative arts.

Learning is differentiated, trauma-informed, and relational, ensuring that emotional readiness underpins all academic progress.

All lessons are differentiated to the individual needs of the pupils, considering age, stage of learning, prior knowledge, gaps in learning and their specific needs and preferences. Lessons are designed to make links to build upon prior knowledge and link to their own experiences, the community and wider world.

## **Curriculum Impact**

We measure impact not only through academic outcomes but through the emotional and personal growth of our pupils. We know our curriculum is successful when pupils:

- Feel safe, calm, and connected in school.
- Re-engage with learning and achieve at their own level.
- Develop self-regulation, resilience, and confidence.
- Gain qualifications that open future pathways.
- Leave us with a sense of purpose, hope, and belonging.

## **Therapeutic Practice**

Therapeutic principles are central to all teaching and learning at Sage Education Provision. Staff are trained in trauma-informed and attachment-aware practice, promoting emotional safety, trust, and connection. Our approach includes restorative conversations, co-regulation strategies, and mindfulness activities. The aim is to reduce anxiety, support self-regulation, and foster positive relationships that enable learning.

## **British Values**

Sage Education Provision actively promotes the Fundamental British Values of democracy, rule of law, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs. These are embedded across the curriculum, and everyday interactions. Pupils are encouraged to express their views, understand their rights and responsibilities, and contribute positively to the school and wider community.

## **Assessment and Monitoring**

Progress is measured holistically, recognising academic, social, and emotional development. Methods include:

- Baseline assessments and EHCP-linked targets.
- Ongoing formative assessment and feedback.
- Accreditation tracking (Functional Skills, GCSEs, AQA Unit Awards, etc.).
- Emotional well-being assessments.
- Regular progress reviews and annual EHCP reviews.

Assessment informs planning and ensures each pupil's achievements are recognised and celebrated.

## **Monitoring and Review**

This policy will be reviewed annually by the Director, or sooner if required by changes in legislation or guidance. Evaluation will consider both academic outcomes and the therapeutic impact of the curriculum on pupil well-being and engagement.